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ABSTRACT

Using data provided by the National Longitudinal Study of the High School Class of 1972, this report examines the amounts of employment and unemployment from 1972-1976 reported by members of the class of 1972 who did not continue their full-time education beyond high school. A summary of findings is presented in chapter 1. Chapter 2 focuses on the relationship of the transition process of youth to adult to the labor market experience. Chapter 3 reviews the literature on status attainment, examining factors of differential labor market success identified in studies of the attainment of occupations with high prestige and/or income. The next three chapters investigate unemployment among youth who did enroll in full-time postsecondary education in the first four years after high school. The effects of family background, personal attributes, educational experiences, and the influence of other persons on cumulative unemployment across the four-year period are reported in chapter 4, along with the analyses of these factors among Black, Hispanic, male, and female subgroups of the sample in chapter 5. Chapter 6 examines unemployment in each of the four years (1972-1976) separately, incorporating the effects of prior labor market experience and transition to adult roles in the prediction of unemployment in later years. The final chapter briefly discusses the characteristics and educational experiences of youth associated with unemployment in the post-high school years. (JH)

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Social and Educational
Antecedents to Youth Unemployment

Prepared For
The National Commission for Employment Policy

By

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PREFACE

The difficulties in finding work faced by many youth in recent years, reflected in dishearteningly high unemployment rates, have been attributed to a host of economic and social factors. Competition for entry level positions in the labor market has been intense: the large youth cohort produced by the "baby boom" of the 1950's has been competing with women entering the labor force in ever increasing numbers. In the face of an increasingly competitive labor market many youth complete their high school education ill-equipped to find employment, without the necessary skills, credentials and knowledge of the job market. Exploration of the relationship of unemployment to the preparation for work provided by formal and informal educational experiences within the limits of individual abilities and the constraints of the social setting is the primary objective of this research. The educational antecedents to unemployment among youth from 1972 to 1976 are examined using data from the National Longitudinal Study of the High School Class of 1972. A summary of findings is presented in Chapter I.

Youth unemployment occurs within the context of transition from youth to adulthood, from student to worker, from family of origin to newly formed families. The relationship of the transition process to labor market experiences is the topic of Chapter II.

Chapter III reviews the literature on status attainment, looking for clues to differential labor market success identified in studies of the attainment of occupations with high prestige and/or income.

The next three chapters investigate unemployment among youth who did enroll in full-time post-secondary education in the first four years after high school. The effects of family background, personal attributes, educational experiences, and the influence of other persons on cumulative unemployment across the four year period are reported in Chapter IV and the analyses of these factors among Black, Hispanic, Male and Female subgroups of the sample in Chapter V. Chapter VI looks at unemployment in each of the four years (1972-1976) separately, incorporating the effects of prior labor market experience and transition to adult roles in the prediction of unemployment in later years.

The final Chapter looks briefly at the characteristics and educational experiences of youth associated with employment in the post-high school years.

This research took place under the supervision of Dr. Ira Cisin, the Director of the Social Research Group, whose experience and insight guided our work. In addition, we benefited greatly from the suggestions of Carol Jusenius and Patricia Binner of the National Commission for Employment Policy. We also wish to acknowledge the splendid support from the other members of the Social Research Group staff: Judith Miller contributed greatly to the conceptualization and design of the analyses; Christine Sekerke assisted in all phases of the data preparation and analyses; and Bernadette Maguire and Hilary Gardner-Keaton are responsible for the careful preparation of the tables and manuscript.

A special word of acknowledgment and thanks go to Nancy Wityak of George Washington University who prepared the major part of the review of the literature provided in Chapter III.

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CHAPTER I: AN OVERVIEW OF UNEMPLOYMENT AND EMPLOYMENT AMONG HIGH SCHOOL GRADUATES

The role of the high school education in preparing youth for employment is, in the face of continuing high levels of youth unemployment, a matter of considerable concern for public policy. Does part of the difficulty youth encounter finding work relate to the kind of education they receive in high school? And, if so, can changes in the educational system be expected to lower youth unemployment rates?

Using data provided by the National Longitudinal Study of the High School Class of 1972,[1] this report examines the amounts of employment and unemployment from 1972 to 1976 reported by members of the Class of 1972 who did not continue their full-time education beyond high school.[2] These youth entered the labor market with the skills and credentials provided primarily by their high school education and personal background. Their success, or lack thereof, in finding work can tell us a great deal about the educational antecedents to unemployment. This sample selection omits two groups--youth who continued their full-time education and those who dropped out of high school. A large number (55% of the Class of 1972) enrolled full-time in post-secondary education during the first four years after high school; their unemployment and labor force participation may be at least in part related to their role as students and their continued pursuit of education. Their success in finding work is best considered separately from that of their out-of-school peers. A much smaller portion of the nation's youth fail to complete high school. These "dropouts," among whom unemployment levels are known to be very high, were not enrolled as high school seniors in April of 1972, and thus were not included in the National Longitudinal Study of the Class of 1972.

Two measures of unemployment are used to evaluate the difficulty in finding work: the average number of weeks per year each youth reports being unemployed, i.e., "looking for work, waiting to report to work or temporarily laid off from work"; and the average unemployment rate, the portion of time in the labor force spent looking for work.[3] The relationship of unemployment to a wide range of educational experiences and personal characteristics is explored. Factors like grades, class rank, tracking, homework, vocational education and others expected to affect the credentials and skills a youth brings to the labor market are used to characterize the high school education. The educational experience must be evaluated within the context of the youth's social environment and personal abilities, so indicators of ability, race, sex, social class and other contextual variables are included.[4]

1/The National Longitudinal Study of the High School Class of 1972 is described in more detail in Appendix A.

2/Almost all of these youth actually graduated from high school and they are referred to as high school graduates.

3/These variables, and all others used in the analyses, are described in detail in Appendix B.

4/The theoretical model and review of the literature are discussed in Chapter III and bibliographic references provided in Appendix D.

The overall levels of unemployment among the members of the Class of 1972 not continuing their full-time education appear moderate. They spent between three and four weeks per year looking for work. Since the number of weeks on the labor force averaged about 37 weeks per year, the average unemployment rate from 1972 to 1976 was 9%. However, both the amounts of unemployment and the antecedents to unemployment vary sharply by race and sex.[5] The results, presented in more detail in subsequent chapters, are summarized below and in Tables 1 and 2.

Unemployment Among All Youth Not Continuing Their Education Beyond High School Completion

- Black and lower socioeconomic status (SES) youth, particularly women, report higher levels of unemployment rates than other races or socioeconomic status groups.
- The more hours a youth works during the senior year of high school (excluding vacations) the lower the average amount of unemployment during the first four years after high school. The effect of job experience is stronger among males than females, who report substantially less work experience during high school than men.
- The amount of homework done each week is an important predictor of unemployment among youth who worked 15 hours a week or less their senior year: those who did no homework average 6 weeks a year unemployed compared to the 3 week average of those who reported doing homework.
- When looking for significant differences in the distribution of unemployment, nonBlack youth (i.e., White, Hispanic and "Other") who reported higher maternal educational expectations, leadership in extracurricular activities, and residence in the South or Northeast regions of the country were less likely to experience very long periods of unemployment.

Unemployment Among Selected Subgroups of Youth Not Continuing Their Education Beyond High School Completion

1. Black Youth

   o Gender is a very important predictor of unemployment among Black youth: Black females averaged an average unemployment rate of 20%, twice the average unemployment rate of 9% reported by Black males.

   o Among Black males, the more hours worked per week in high school the lower the subsequent level of unemployment. Those who worked 15 hours a week or less in high school were unemployed an average of 5 weeks compared to a 3 week average of those with more work experience.

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[5] The methods of analysis, primarily classical regression/AID techniques, are described in the technical note in Appendix C.

Table 1. AVERAGE UNEMPLOYMENT RATES FROM 1972 TO 1976 AMONG YOUTH WHO DID NOT ENROLL FULL-TIME IN POST-SECONDARY EDUCATION

Subgroups[a/]	Mean Unemployment Rate Total	 Males	 Females
Race			
Black	15%	9%	20%
White	8%	7%	9%
Hispanic	9%	6%	12%
Other	10%	10%	10%
Socioeconomic Status			
Higher	7%	6%	8%
Middle	8%	8%	8%
Lower	11%	8%	14%
Region			
Northeast	9%	8%	10%
Northcentral	9%	8%	10%
South	8%	6%	11%
West	10%	9%	12%
Hours Worked Per Week During Senior Year			
0	12%	11%	13%
1-5	11%	9%	13%
6-10	9%	9%	11%
11-15	9%	9%	10%
16-25	7%	7%	8%
More Than 25	6%	6%	9%
Homework Per Week			
None Assigned	11%	9%	15%
Assigned, Not Done	9%	9%	11%
1-4 Hours	8%	7%	9%
5-10 Hours	9%	6%	10%
More Than 10 Hours	8%	4%	10%
Vocational Education I			
None	9%	8%	11%
1-4 Semesters	10%	7%	12%
More Than Four Semesters	8%	8%	9%
Extracurricular Athletics			
No Participation	9%	8%	11%
Participation	8%	7%	9%
Leadership	8%	7%	10%

"See footnote at the end of table."

Table 1. AVERAGE UNEMPLOYMENT RATES FROM 1972 TO 1976 AMONG YOUTH WHO DID NOT ENROLL FULL-TIME IN POST-SECONDARY EDUCATION (Continued)

Subgroups	Mean Unemployment Rate Total	 Males	 Females
Location of High School			
Small Community	9%	8%	12%
Medium Size Community	8%	8%	10%
Large Community	8%	7%	9%
Very Large Community	8%	8%	8%
Father's Education Expectations			
High School Graduation or Lower	9%	8%	11%
Vocational/Technical School	8%	7%	10%
2-Year College	8%	10%	8%
4-Year College or Graduate School	8%	7%	10%
Don't Know	9%	7%	11%

---

a/The variables used in the analysis are described in Appendix B.

Table 2. AVERAGE NUMBER OF WEEKS OF UNEMPLOYMENT AMONG YOUTH WHO DID NOT ENROLL IN FULL-TIME POST-SECONDARY EDUCATION

	Mean Number of Weeks[b]		
Subgroups[a]	Total	Males	Females
Race			
Black	5	4	6
White	3	3	3
Hispanic	3	2	4
Other	4	4	3
Socioeconomic Status			
Higher	3	3	3
Middle	3	4	3
Lower	4	4	4
Region			
Northeast	3	4	3
Northcentral	3	4	3
South	3	3	3
West	4	4	4
Hours Worked Per Week During Senior Year			
0	4	5	4
1-5	4	4	4
6-10	4	4	4
11-15	3	4	3
16-25	3	3	3
More Than 25	3	3	3
Homework Per Week			
None Assigned	4	4	5
Assigned, Not Done	4	4	4
1-4 Hours	3	3	3
5-10 Hours	3	3	3
More Than 10 Hours	3	2	4
Vocational Education I			
None	3	4	3
1-4 Semesters	3	3	3
More Than Four Semesters	3	4	3
Extracurricular Athletics			
No Participation	3	4	3
Participation	3	3	3
Leadership	3	3	4

"See footnotes at the end of table."

Table 2. AVERAGE NUMBER OF WEEKS OF UNEMPLOYMENT AMONG YOUTH WHO DID NOT ENROLL IN FULL-TIME POST-SECONDARY EDUCATION
(Continued)

Subgroups	Mean Number of Weeks Total	 Males	 Females
Location of High School			
Small Community	3	3	4
Medium Size Community	3	4	3
Large Community	3	3	3
Very Large Community	3	4	3
Father's Education Expectations			
High School Graduation or Lower	3	4	3
Vocational/Technical School	3	3	3
2-Year College	3	4	3
4-Year College or Graduate School	3	3	3
Don't Know	3	3	3

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a/The variables used in the analysis are described in Appendix B.

b/Rounded to the nearest whole week.

- Among Black women, the higher paternal educational expectations (father expects post-secondary education) were reported by those with lower unemployment.

- Among Black women reporting higher paternal educational expectations, those from high schools located in large communities had less difficulty finding employment than those from smaller or very large communities, which may be a reflection of differential access to job opportunities.

- In general, Black women from families with fewer financial dependents experienced longer periods of unemployment.

2. Hispanic Youth

- Hispanic unemployment is much higher in the Western region of the country where it averages 4 weeks per year than in other regions where it averages 2 weeks per year. This is the strongest regional difference identified in any of the analyses.

- Again, the greater the number of hours worked during the senior year of high school, the lower the subsequent unemployment level. Hispanic youth who worked more than 10 hours a week in high school reported an average unemployment rate of 5% compared to the 14% rate of their peers with less work experience.

- Gender, important among Black youth, did not relate to the level of unemployment among Hispanic youth.

- Hispanic unemployment was very high during the first year after high school in which it averaged 6 weeks, but then sharply drops to 3 weeks or less in each of the next three years for a cumulative yearly average of 3 weeks.

3. Young Women

- Among females, race was the most important predictor of unemployment: between 1972 and 1976 White females looked for work an average of 3 weeks per year. Hispanic females 4 weeks and Black females 6 weeks.

- White and Hispanic women shared several antecedents to differences in unemployment, namely, socioeconomic status (SES) level, grade averages, and amount of vocational education.
  - Lower SES level White and Hispanic young women average an unemployment rate of 12% compared to the 8% rate of higher SES White and Hispanic women.
  - Among the higher SES White and Hispanic women those with less than a C average in high school experienced a higher unemployment rate than those with better grades.
  - Among the lower SES Hispanic and White women in the West those with more than four semesters of vocational education reported lower rates of unemployment than those with less preparation (10% compared to 21%).
- As reported above, among Black women lower paternal educational expectations, attending high school in a small community, and families with fewer financial dependents were related to higher levels of unemployment.
- Job experience during high school does not appear related to subsequent unemployment among young women, though it should be noted that job experience is less common amoung young women than men.

4. Young Men

- The average number of hours worked during high school showed a strong relationship to unemployment among young men as Tables 1 and 2 show: The more work in high school, the lower the average unemployment in the next several years.
- In contrast to female unemployment, relatively small differences by race were detected: White males looked for work an average of 3 weeks, Hispanic males 3 weeks, and Black males 4 weeks. Note that White females tended to be unemployed slightly less than White males, while Black and Hispanic females looked for work longer than Black and Hispanic males.
- Among males with lower work experience, those with lower unemployment rates reported doing more hours of homework per week during high school.

Unemployment Each Year from 1972 to 1976 Among Youth Not Continuing Their Education Beyond High School Completion

- The factors associated with higher levels of unemployment in the first full year after high school, October 1972 to October 1973, were similar to those identified in the analysis of cumulative unemployment from 1972 through 1976, namely, race, socioeconomic status, job experience during high school and gender. Specifically, Black youth, particularly Black women, and Hispanic youth as well as low SES youth had more difficulty finding work. Greater work experience during the senior year of high school resulted in lower rates of unemployment.

- Those White youth with little job experience who were participants or leaders in extracurricular athletics subsequently reported lower levels of unemployment than nonparticipants.

- During the second year after high school, married women and men living at home with their parents or other relatives reported longer periods of time looking for work.

- After the first year the most noticeable finding is the persistence of unemployment. Difficulty in finding work tends to recur and unemployment levels in prior years becomes the most important predictor of subsequent unemployment.

- The type of job held at the start of each year proved important.
    - Having any job at the start of the year resulted in lower unemployment during these years.
    - Having a job as clerical or sales worker resulted in much lower unemployment during these years than having other types of jobs.
    - Unemployment was particularly high among those who began the year employed as an operative or laborer.

Employment From 1972 Through 1976 Among Youth Not Continuing Their Education Beyond High School

- The average number of weeks per year employed between 1972 and 1976 for youth not enrolling full-time in post-secondary education during these years was 38.5.

- Gender alone explained 12% of the variance in employment: males worked 44 weeks per year compared to the 34 weeks per year worked by females.

- Among women:
    - Those in academic or vocational high school programs worked 6 weeks longer than those in general high school programs (36 weeks compared to 30 weeks).
    - Women from academic or vocational programs in high schools in small communities worked 5 weeks per year less than those in similar programs in high schools in larger communities (33 weeks versus 38 weeks).
    - Women in general high school programs who reported higher paternal educational expectations (completion of some post-secondary education) worked 5 weeks longer per year than those reporting lower paternal expectations (32 weeks compared to 27 weeks).
- The differences in levels of employment can be attributed almost entirely to differences in labor force participation. The results must be interpreted, therefore, as descriptive of the attributes of youth who are employed. The factors which contribute to labor force participation are not included in the model.

CHAPTER II: THE TRANSITION FROM SCHOOL TO WORK

It is beyond historical dispute that the youths of this nation are taking ever-longer periods of time to prepare for the role of adulthood. As opposed to only a half-century ago, the great majority of America's adolescents now defer not only full time employment, but also marriage and parenthood until that benchmark credentialing experience--high school graduation--has been attained. Indeed, such heavy stress is placed by our society on the attainment of this objective that those heading toward diverging goals--high school dropouts and pregnant adolescent women in particular--have become the focal point for intensive public concern. Clearly, the path to high school graduation has been widely accepted as a major societal priority.

In stark contrast to the consensus on high school completion is lack of consensus on what is expected after the diploma: the diversity of activities deemed appropriate and desirable is almost overwhelming. Youth can, for example, continue their education--academic or vocational, on a full- or part-time basis, with or without concurrent full- or part-time employment. Many may also devote considerable time and effort to homemaking and child care during these years, possibly combined with employment and/or continued education. It would seem that the only clear signals concern changing roles: in the years immediately following high school fundamental shifts in social roles are expected to occur. These shifts, referred to collectively as the transition from adolescence to adulthood, include the transition from student to worker; from financial dependence to financial independence; from family of origin to separate household or newly formed family; and, frequently, from the role of child to the role of parent.

Part of the difficulty in understanding the causes and implications of the current youth employment and unemployment phenomena derives from the tremendous diversity and complexity of the patterns of transition to adulthood prevailing in this country. The importance of finding a job can vary widely among youth. For many--but by no means all--youths, employment in the years immediately following high school is an economic necessity: failure to acquire work may very well mean for these persons concomitant failure to attain access to a primary source of adult status, financial rewards, self-esteem and self-identity at the appropriate time in their lives. For others work is a part-time or secondary undertaking in conjunction with other activities of equal or greater personal importance. A young person desperately in search of a job to support a family is clearly in a different employment/unemployment situation than a full-time student saving money for the anticipated summer break. Thus, the meaning of work and the consequences of unemployment will differ widely among youth just out of high school.

Further confounding the youths' problems in finding employment are the changing signals sent by society, particularly in the form of rapidly changing norms regarding work.[1] Barton suggests that, as a result of the increasing number of high school graduates going on to college, many employers view age 21--not 18--as the "social minimum age at which youth are permitted to work."[2] Compounding this effect, Tyler reports that many employers believe that youth may very well not be productive enough to earn the mandated minimum wage and that during times of chronic labor surplus adults should be hired first.[3] If such opinions on the part of employers are becoming prevalent, then access to adult status may become increasingly difficult for youth just out of high school.

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[1] Robert J. Havinghurst; Richard A. Graham; & Donald Eberly,"American Youth in the Mid Seventies", The Bulletin of the National Association of Secondary School Principals, 56 (1972), 1-13.

Without question, then, the assessment of unemployment and employment among youth must begin with a consideration of the context in which it occurs--the context of the transition from adolescent to adult roles. In this section of the report we take a careful look at the patterns of school to work transition followed during the four post-high school years by the Class of 1972, profiling the concurrent changes in marital status and family residence as well as the labor force experiences of those following different school-to-work transition patterns.

The National Longitudinal Survey of the High School Class of 1972 provides an excellent source of empirical data for the purpose of detailing the patterns of transition from school to work roles. The nationally representative sample of 22,652 youth, all of whom were high school seniors in the spring of 1972, provided information on the post high school educational and employment experiences, their family and marital status and their financial status and responsibilities during the first four and one-half years following high school completion. On the basis of the responses, each youth's primary activity in October of each year from 1972 to 1976 was classified as one of the following:

1) Student - enrolled full-time in a four-year college or university, regardless of employment status;

2) Student - enrolled full-time in a two-year post-secondary academic program, regardless of employment status;

3) Student - enrolled full-time in vocational education, regardless of employment status;

4) Worker - employed full- or part-time but not enrolled in full-time education. This category includes employed part-time students and those on active duty in the armed forces;

5) Other - all who could not be classified as employed or enrolled in school full-time such as homemakers, part-time students and the unemployed, as well as nonrespondents.

In an effort to understand what patterns of activities characterize the transition process for large numbers of youth--what sequences and combinations of work, post-secondary education and other activities are frequently or typically engaged in across the first four and one half years after high school--

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[2] Paul Barton, "Youth Transition to Work: The Problem and Federal Policy," in The National Commission for Manpower Policy, From School to Work: Improving the Transition (Washington, D.C.: The Government Printing Office, 1976).

[3] Ralph Winfred Tyler, "The Competencies of Youth," in The National Commission for Manpower Policy, From School To Work: Improving the Transition (Washington, D.C.: The Government Printing Office, 1976).

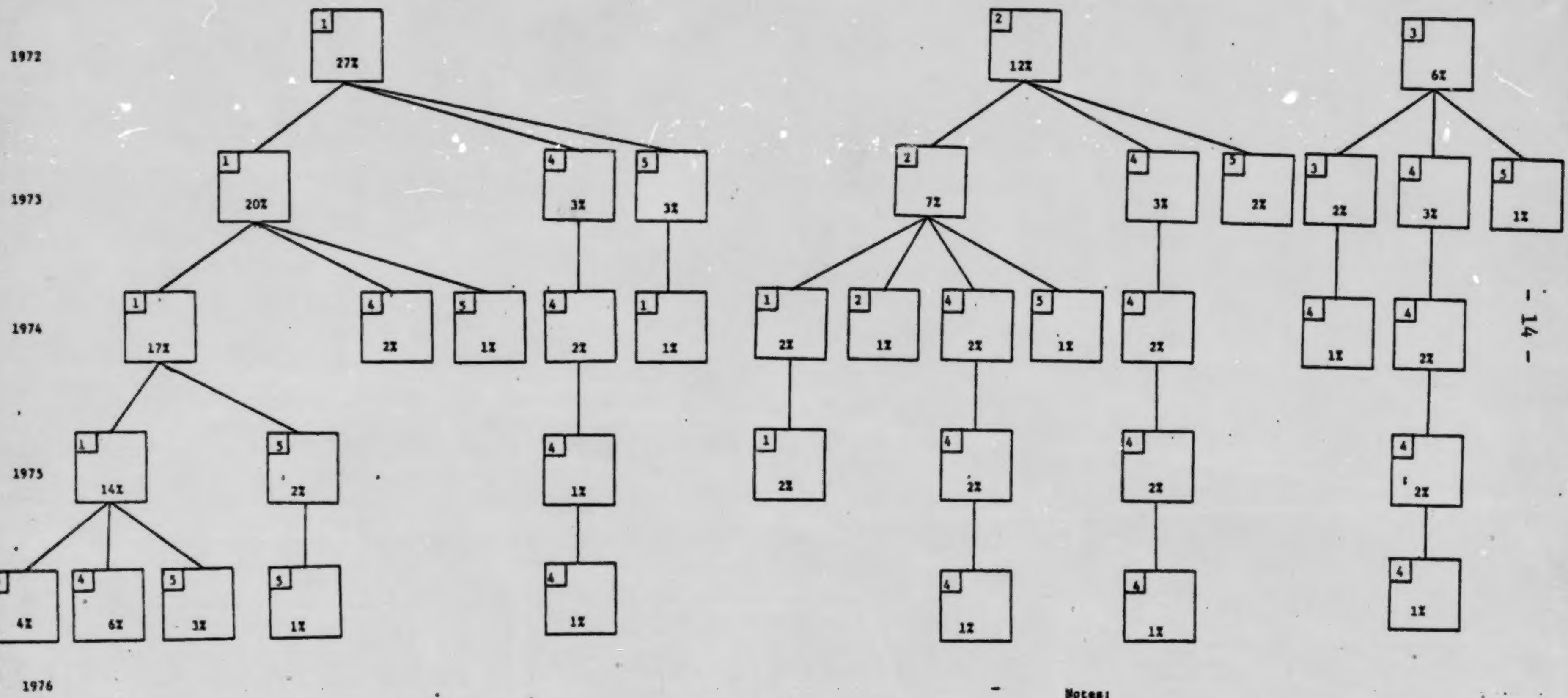
the sequence of primary activities reported by each respondent is mapped using these categories. A sequence should be interpreted as a particular five step pattern of activities. The entire sample was partitioned into five groups based on the primary activity reported for October 1972. Each of these groups was subsequently partitioned into up to five categories, based on the primary activity reported for October of 1973--resulting in a total of 25 possible groups. The partitioning continued for the subsequent Octobers of 1974, 1975, and 1976 until all possible sequences of full-time education and work were mapped. Theoretically, 3,125 complete sequences are possible. However, only 1,171 were followed by even one individual and only 18 complete sequences were followed by as much as 1% of the sample. The results are shown in Figures 1 and 2 which display the prevailing sequences of full-time education and work: missing boxes do not indicate missing data, but rather that the subsequent sequences of activities were reported by fewer than 1% of the sample.

The percentages presented in Figures 1 and 2 are based on the sample as a whole. For example, 27% of the sample was enrolled full-time in a 4-year academic program in October of 1972; 12% were enrolled in a 2-year program in 1972; 6% in a vocational education program; 32% were employed full-time; and 23% were engaged in some other activity. Of the total sample, 20% were full-time students enrolled in a 4-year academic program in both October 1972 and October 1973. Only 3% of the sample were enrolled in a full-time 4-year academic program in 1972 but by October of 1973 had been employed full-time. Thus, Figures 1 and 2 depict the transition probabilities of every sequence followed by at least 1% of the sample from the high school Class of 1972.

A great diversity exists in the patterns of school to work transition reported by the nation's youth. The most prevalent pattern, reported by 14% of the sample, was to be working and not enrolled in school full-time in every October from 1972 through 1976--a sequence of activities followed by 3,097 youth. Six percent of the sample reported a second pattern--full-time enrollment in a four-year college in each October from 1972 through 1975, followed by employment in October of 1976. An additional 5% of the sample reported "other activity" in each of the five Octobers. However, the variety of activities included in this category tells us only that these youth were not employed and not in school full-time. The remaining fifteen sequences of primary activities for all five Octobers shown in Figures 1 and 2 were each reported by only 1% to 5% of the youth.

The proportion of the sample enrolled in full-time post-secondary education declines each year from 1972 to 1976: full-time enrollment drops from 45% in October of 1972 to 14% in October of 1976. For many the departure from school is immediate, and, apparently, permanent--44% of the youth did not enroll as full-time students during any of the five Octobers. Among those who did continue their education both the amount and pattern of post-secondary education reported shows considerable diversity: 26% of the whole sample enrolled full-time for one or two years, and 30% longer than two years. Most of the 56% of the sample who continued their education began immediately: 45% of the sample

Figure 1. PRIMARY ACTIVITY* IN OCTOBER OF EACH YEAR FROM 1972 TO 1976 REPORTED BY YOUTH WHO ENROLLED FULL-TIME IN POST SECONDARY EDUCATION IMMEDIATELY AFTER HIGH SCHOOL



1972
1973
1974
1975
1976
1 27%
2 12%
3 6%
1 20%
4 3%
5 3%
2 7%
4 3%
5 2%
3 2%
4 3%
5 1%
1 17%
4 2%
5 1%
4 2%
1 1%
1 2%
2 1%
4 2%
5 1%
4 2%
4 1%
4 2%
1 14%
5 2%
4 1%
1 2%
4 2%
4 2%
4 2%
4%
4 6%
5 3%
5 1%
4 1%
4 1%
4 1%
4 1%

Activity Codes *

1 = enrolled full-time in a 4-year academic program
2 = enrolled full-time in a 2-year academic program
3 = enrolled full-time in a vocational education program
4 = employed full-time
5 = other

Notes:

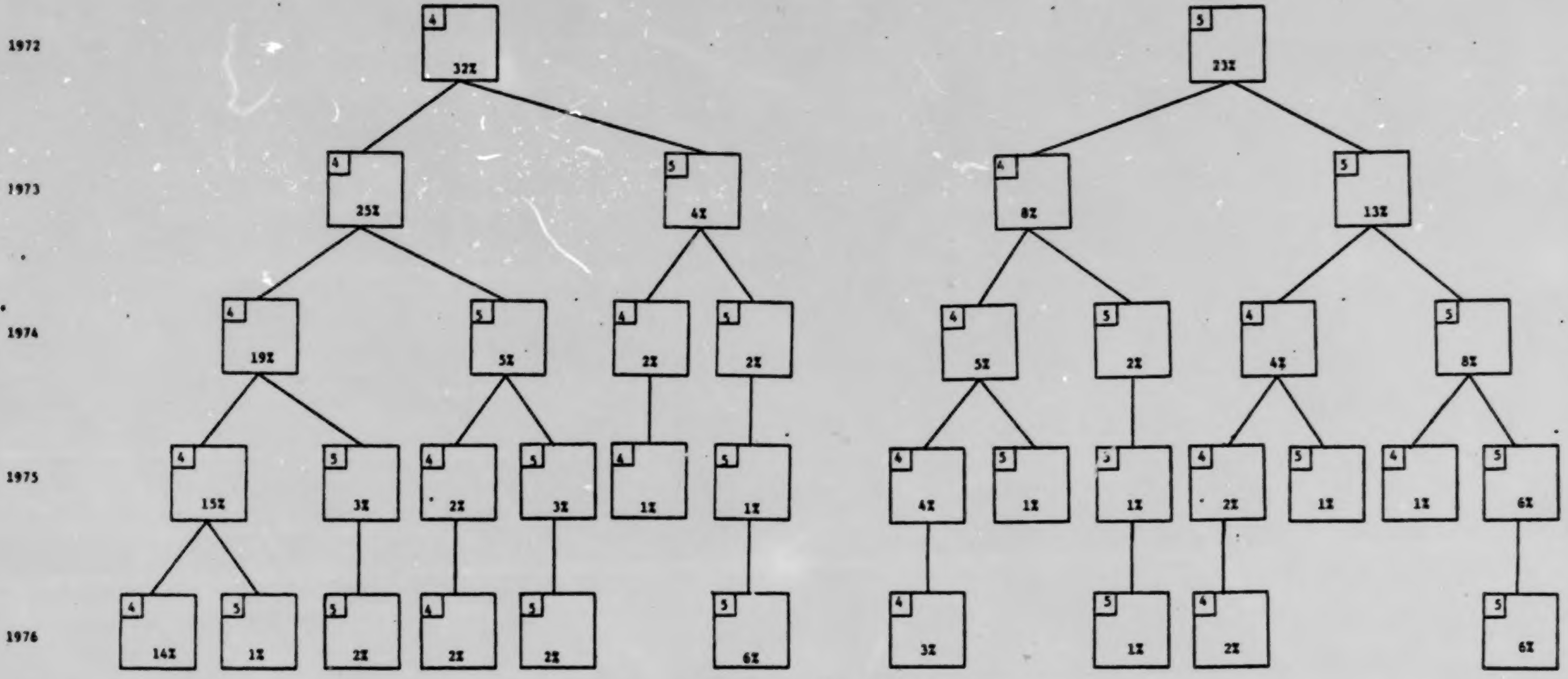
The encircled number in each box refers to the activity code of that box (see legend).

The "%'s" in each box represent the (weighted) number of people who followed the path leading to that box.

Boxes including less than 1% of the total sample have been omitted.

Figure 1. PRIMARY ACTIVITY* IN OCTOBER OF EACH YEAR FROM 1972 TO 1976 REPORTED BY YOUTH WHO ENROLLED FULL-TIME IN POST SECONDARY EDUCATION IMMEDIATELY AFTER HIGH SCHOOL

(Continued)


1972
4 32%
5 23%
1973
4 25%
5 4%
4 8%
5 13%
1974
4 19%
5 5%
4 2%
5 2%
4 5%
5 2%
4 4%
5 8%
1975
4 15%
5 3%
4 2%
5 3%
4 1%
5 1%
4 4%
5 1%
5 1%
4 2%
5 1%
4 1%
5 6%
1976
4 14%
5 1%
5 2%
4 2%
5 2%
5 6%
4 3%
5 1%
4 2%
5 6%

Activity Codes *

1 = enrolled full-time in a 4-year academic program
2 = enrolled full-time in a 2-year academic program
3 = enrolled full-time in a vocational education program
4 = employed full-time
5 = other

Notes:

The encircled number in each box refers to the activity code of that box (see legend).

The "%'s" in each box represent the (weighted) number of people who followed the path leading to that box.

Boxes including less than 1% of the total sample have been omitted.

first enrolled in post-secondary education prior to October of 1972, while 11% entered in subsequent years. While the majority of the students continuing their education attended in consecutive years after high school, a relatively large number temporarily interrupted their education: about one-third reported a year or more of work or other activity at some point prior to returning to school.[4] Only 6% of the Class of 1972 were full-time students in early October from 1972 to 1976. Thus by the end of the four and a half years almost all have begun, and many have completed, the transition out of school.

These results suggest that three "stages" in the transition from school characterize the post-high school behavior of youth. Those who never enrolled in full-time post-secondary education (44%) can be thought of as having left the student role for employment and/or other activities. Those enrolled full-time for three or more years spent the majority of this 4 1/2 year period as students (26%). The remainder--those with one or two years of post-secondary education were truly "in transition" across these years (30%).

Obviously, the desire and ability to continue full-time education depends upon a number of factors, such as the youth's family background, ability, financial resources, high school preparation and performance and personal educational and occupational aspirations. Research on status attainment has documented the link of these variables to educational attainment as well as to subsequent occupational status.[5] Table 1 compares the characteristics of youth who never enrolled in full-time post-secondary education to those of youth who were enrolled one or two years and to youth enrolled for three or more years.

Not surprisingly, high school experiences are strongly related to full-time enrollment in post-secondary education: those in academic high school programs and those with higher grades and class rank are much more likely to continue their education. Those of high ability--measured by a series of aptitude tests--and those from families of higher socioeconomic status were also much more likely to enroll in school. Moreover, the higher the grades, class rank, socioeconomic status, and ability, the longer the period of study. Work experience during the senior year of high school is also important: the larger the number of hours worked per week, the less post-secondary education was reported. Small differences by race can be observed: Blacks and Hispanics are less likely than Whites to attend school full-time for three or more years.

The stage in transition from school is strongly associated with other changes in social roles as shown in Table 2. While the proportion of youth who marry, have children, establish their own residences, and acquire financial dependents increase each year among all youth, students are far less likely than nonstudents to move into these adults roles. For example, 5% of the youth who attended post-secondary schools full-time for three or

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[4] This estimate may be somewhat inflated by nonresponse which would be coded as "other activity" and appear as an interruption of the enrollment pattern.

[5] William H. Sewell; Archibald O. Haller; & Alejandro Portes, "The Educational and Early Occupational Attainment Process," American Journal of Agricultural Economics, 54 (1972), 851-861.

Karl Alexander & Bruce K. Eckland, "Sex Differences in the Educational Attainment Process," American Sociological Review, 39 (1974), 668-682.

Table 1. PROFILE OF THREE SCHOOL-TO-WORK TRANSITION PATTERNS: THE DISTRIBUTION OF BACKGROUND CHARACTERISTICS AND EDUCATIONAL EXPERIENCES BY TRANSITION PATH

Variables[a/]	No Full-Time Postsecondary Education	One or Two Years of Full-Time Postsecondary Education	Three or More Years of Full-Time Postsecondary Education	Significance
Total				
Weighted number	9990	5971	6688	
Percent	100%	100%	100%	
Sex				
Male	49	48	53	$\chi^2=36.9$
Female	52	52	47	$p<.001$
Race				
Black	10	11	7	
White	80	81	87	$\chi^2=162.8$
Hispanic	4	4	2	$p< .001$
Other	6	4	4	
Socioeconomic Status				
Upper	10	24	47	
Middle	54	53	42	$\chi^2=3159.0$
Lower	36	23	12	$p<.001$
Language Spoken At Home				
English	93	92	92	
Other Language	7	8	8	NS
Region				
Northeast	24	25	29	
North Central	29	28	28	$\chi^2=64.1$
South	30	28	27	$p<.001$
West	17	19	17	
Ability				
High	12	25	55	
Medium	46	52	38	$\chi^2=3421.0$
Low	42	23	7	$p<.001$
Physically Handicapped				
Yes	6	5	4	$\chi^2=36.9$
No	94	95	96	$p<.001$
High School Program				
Academic	17	45	75	
Vocational	39	21	5	$\chi^2=5947.3$
General	44	35	20	$p<.001$

"See footnotes at the end of table."

Table 1. PROFILE OF THREE SCHOOL-TO-WORK TRANSITION PATTERNS: THE DISTRIBUTION OF BACKGROUND CHARACTERISITICS AND EDUCATIONAL EXPERIENCES BY TRANSITION PATH (Continued)

Variables a/	No Full-Time Postsecondary Education	One or Two Years of Full-Time Postsecondary Education	Three or More Years of Full-Time Postsecondary Education	Significance
Class Rank				
Upper Quartile	12	23	49	
Middle Two Quartiles	56	58	46	$\chi^2=2660.2$
Lower Quartile	32	19	6	$p<.001$
Grade Average				
B+ or Higher	5	11	28	
C to B	43	52	56	$\chi^2=2621.8$
Lower than C	52	37	16	$p<.001$
Size of Class in High School				
More than 400	35	38	42	$\chi^2=93.9$
Less than 400	65	62	58	$p<.001$
High School Location				
Small Community	50	46	41	
Medium Community	14	15	15	$\chi^2=132.6$
Large Community	20	20	22	$p<.001$
Very Large Community	17	19	22	
Number of Hours Per Week Worked During High School				
None	12	15	19	
Less Than 6 Hours	13	17	19	
6 to 10 Hours	11	13	16	$\chi^2=530.9$
16 to 25 Hours	33	33	33	$p<.001$
More Than 25 Hours	31	23	14	

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a/The variables used in the analysis are described in Appendix B.

Table 2. PROFILES OF THREE SCHOOL-TO-WORK TRANSITION PATTERNS: THE ENTRY INTO ADULT ROLES BY YEAR

Variables[a]	No Full-Time Postsecondary Education	One or Two Years of Full-Time Postsecondary Education	Three or More Years of Full-Time Postsecondary Education
Total, weighted number	9990	5971	6688
Percent Married:			
in 1973	30	13	2
in 1974	40	24	5
in 1976	55	43	20
Percent with Child(ren):			
in 1973	10	3	0
in 1974	21	10	2
in 1976	38	21	4
Percent with One or More Dependents:			
in 1973	14	8	2
in 1974	24	16	4
in 1976	35	28	11
Family Residence in 1973:			
Percent with Parents or Relatives	55	61	43
Percent with Spouse	27	12	2
Percent with Other	18	28	55
Family Residence in 1974:			
Percent with Parents or Relatives	43	49	33
Percent with Spouse	37	22	5
Percent with Other	21	29	62
Family Residence in 1976:			
Percent with Parents or Relatives	28	31	35
Percent with Spouse	52	41	19
Percent with Other	20	28	46

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a/The variables used in the analysis are described in Appendix B.

more years were married in 1974, two years after high school, compared to 40% of those who did not continue their education. Only in family residence do students appear more independent of their earlier status than non-students: students are more likely to be living away from home although undoubtedly many are in college dormitories rather than separate households. As Table 3 shows, the entry into the world of work reflected by number of weeks spent participating in the labor force differs as well. Across all four years, students enrolled three or more years averaged almost 13 weeks less per year in the labor force than non-students and almost 11 weeks less than students who attended for one or two years. Thus youth who have made the transition out of school are at the same time moving more rapidly into other adult roles and responsibilities.

What is surprising is the similarity in unemployment rates across all transition patterns despite enormous differences in high school experiences, background, and labor force participation: the average unemployment rates were almost identical--9%, 8%, and 9% respectively. The unemployment rate which measures the proportion of time in the labor force spent seeking employment thus masks differences in the total number of weeks spent looking by these groups. The similarity in unemployment rates suggests, moreover, that youth with widely divergent backgrounds, abilities, education, and aspirations are experiencing similar difficulties in the labor market, that is, spend a similar proportion of their weeks in the labor force looking for work. Common sense tells us that such wide differences in skills and credentials--widely believed to be essential components of an individual's attractiveness to potential employers--should enable some youth to find work more easily than others. The fact that such differences are not readily detectable in a comparison of unemployment rates demands clarification.

One probable explanation is that youth unemployment is a multifaceted phenomenon with very different causes and consequences depending on the youth's goals and activities. The amounts and types of work desired and the level of commitment to labor force participation may vary dramatically, perhaps directly with a youth's stage in transition to adult roles.

It seems reasonable to assume that the costs and adverse consequences of unemployment may be greater among youth who have completed the transition out of school than among youth who are continuing their full-time education. It is these youth, as we have shown, who are more likely to be married, have children and have financial dependents. Moreover, the youth not continuing their full-time education beyond high school spend on the average a longer time in the labor force per year and more weeks looking for work per year than those continuing in school. To group all youth into a single large investigation of the antecedents runs the risk of masking the important effects of differential educational experiences and personal characteristics which relate to unemployment among youth who are out of school and entering their adult lives. Adequate explanation of the antecedents to unemployment must assume, or reflect explicitly, some consistency among youth in the context of the unemployment, in particular, in the transition to adult roles. Transition out of school represents a major transition, and those who are no longer continuing their full-time education collectively share a significant step out of student roles and commitments toward adult occupational roles. For this reason our analyses of unemployment will focus specifically on youth who do not pursue full-time post-secondary education to determine the sources of their labor market difficulties.

Table 3. EMPLOYMENT AND UNEMPLOYMENT AMONG YOUTH BY YEAR ACROSS PATTERNS OF TRANSITION FROM SCHOOL TO WORK

Variables[a/]	No Full-Time Postsecondary Education	One or Two Years of Full-Time Postsecondary Education	Three or More Years of Full-Time Postsecondary Education
Total, weighted number	9990	5971	6688
Mean Weeks of Employment			
October 1972 to October 1973	38.4	30.7	23.4
October 1973 to October 1974	39.1	36.4	26.1
October 1974 to October 1975	39.0	39.4	27.5
October 1975 to October 1976	38.4	39.4	29.8
Average Per Year From October 1972 to October 1976	38.8	36.6	26.7
Mean Weeks of Unemployment			
October 1972 to October 1973	3.7	3.6	2.2
October 1973 to October 1974	2.9	3.4	2.3
October 1974 to October 1975	3.8	3.8	2.6
October 1975 to October 1976	3.7	3.6	3.2
Average Per Year From October 1972 to October 1976	3.4	3.6	2.6
Mean Weeks of Labor Force Participation			
October 1972 to October 1973	42.1	34.3	25.6
October 1973 to October 1974	42.0	39.8	28.4
October 1974 to October 1975	42.8	43.2	30.1
October 1975 to October 1976	42.1	43.0	33.0
Average Per Year From October 1972 to October 1976	42.2	40.2	29.3
Unemployment Rates			
October 1972 to October 1973	9%	10%	9%
October 1973 to October 1974	7%	9%	8%
October 1974 to October 1975	9%	9%	9%
October 1975 to October 1976	9%	8%	10%
Average Per Year From October 1972 to October 1976	8%	9%	9%

[a/] The variables used in the analysis are described in Appendix B.

CHAPTER III: THE PREPARATION FOR EMPLOYMENT: A REVIEW OF THE LITERATURE

The paramount importance to society of preparing its youth for adult roles cannot be denied. As adolescents move gradually toward economic, social, and psychological independence it is crucial that they be provided appropriate educational and social experiences to make the transition to adulthood a success. Nowhere are these experiences more important than in the preparation of adolescents for the world of work to which most will someday commit major portions of their adult lives and through which, in part, they will establish their credentials with their peers, with their families, and--most importantly--with themselves.

One of the most disturbing signs that the preparation of many youth for their adult occupational endeavors may be inadequate is the persistence of high levels of youth unemployment: in recent years unemployment rates among persons 20 to 24 years old have consistently averaged more than double those of persons 25 to 64 years old.1/ In 1976 one out of every seven youth 16 to 24 years old was unemployed,with higher rates obtaining among low income and minority groups.2/

One explanation that has been offered is that many youth--particularly disadvantaged and minority youth--lack the necessary skills and credentials to compete successfully in the labor market, or possess inadequate knowledge of the job market and job search techniques, or have not acquired the set of attitudes and/or motivations valued by employers. If, in fact, such deficiencies in preparation exist on a widespread basis, the identification of experiences which lead to differential success in finding employment is a necessary first step toward ameliorative action.

One obvious place to look for deficiencies in preparation is the school. The educational system is the social institution charged formally with the responsibility for teaching the skills, and some would say, the attitudes and values needed in adult life. Much that occurs in high school is potentially significant to subsequent labor market success. Crucial choices are made by students and teachers acting independently and in concert: high school personnel decide upon curriculum and course content and student placement; students in turn decide upon programs of studies and selection of subjects. While specific educational content in, for example, an industrial arts course or in academic curriculum varies widely, it is nonetheless possible that some choices are far more effective in enabling youth to find employment than other choices, everything else being equal.

But, of course, everything else is not equal. Wide differences exist in family and social background, in personal abilities and limitations and in the normative expectations held by teachers, parents and peers for any individual youth. Any analysis of the adequacy of educational institutions and the formal process of preparation for work must take place within the context of these differences. As Coleman3/ and others have pointed out, the effects of family and social setting are of overwhelming importance to most outcomes of the educational process studied so far.

1/The Congressional Budget Office, Youth Unemployment: The Outlook and Some Policy Strategies (Washington, D.C.: The Government Printing Office, 1978), 14.

2/Ibid., p. 26.

3/James S. Coleman, Equality of Educational Opportunity (Washington, D.C.: The Government Printing Office, 1966)

To explicate the relationship between labor market outcomes, the process of formal education, and the social setting we can turn to the existing research on status attainment, a rich body of theoretical and empirical work. While success in finding work and employment in a job with high status represent positive labor market outcomes, they are by no means conceptually identical. Social status in this literature refers to the individual's location in the stratification system, and its attainment is most frequently measured by the levels of prestige and/or income associated with a person's occupation. Unemployment, on the other hand, is an occupational status that can occur among persons seeking employment at all prestige levels, and is measured by duration or proportion of time in this status (relative to time spent in other occupational roles).

Occupational Status

Originally studies of occupational status focused on the intergenerational transmission of status from the family of origin to male children. Blau and Duncan demonstrated the relationship of paternal education and occupation on the individual's educational attainment, status of first job and subsequent occupational status.[4] This model as well as later allocation models posit occupational status as the result of elements of the social structure and/or institutionalized responses to ascribed characteristics over which the individual has little or no control.[5] In contrast, the socialization, or Wisconsin, model views status attainment as dependent on characteristics acquired in the process of socialization and education, that is, as dependent on what the individual learns and chooses to internalize rather than on predetermined attributes.[6] In the Wisconsin model the effects of the family's location in the social structure, the family's socioeconomic status (SES), and the individual's mental ability are viewed as preconditions to socialization (the exogenous variables). The intervening variables (endogenous variables) are those that represent factors such as academic performance, influence of significant others and the levels of educational and occupational aspirations which produce the skills, attitudes and values that lead to high occupational attainment. A review of the research on both the allocation and Wisconsin models provides insight into the relationships among aspects of the individual's abilities and background, ascribed characteristics, educational and social experiences and later success in acquiring a high status job.

Educational Attainment, Socioeconomic Status and Mental Ability

In both the Wisconsin and allocation models it is primarily through educational attainment, the number of years of school completed, that family socioeconomic status affects occupational status. The advantages of higher socioeconomic status are passed onto children in the form of support for more education, and in the Wisconsin model, through the occupational and educational aspirations formed in interaction with significant other persons.

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[4] Peter M. Blau and Otis Dudley Duncan, American Occupational Structure (New York: John Wiley, 1967).

[5] Alan C. Kerckhoff, "The Status Attainment Process: Socialization or Allocation?", Social Forces, 55 (December 1976), 368-381.

[6] William H. Sewell; Archibald O. Haller; and Alejandro Portes, "The Educational and Early Occupational Attainment Process," American Sociological Review, 34 (February 1969), 82-92.

Archibald O. Haller and Alejandro Portes, "Status Attainment Process," Sociology of Education, 46 (Winter 1973), 51-91.

The relationship between educational attainment and socioeconomic status (SES)--measured by father's occupation, father's education, mother's education, parents'income, items in the home or a combination of these variables--has been well documented. In a review of findings using the Wisconsin data, Sewell and Hauser indicate that despite the measure of SES used, large differences in educational attainment are found between SES groups; and these differences do not depend on the scope of the definition of educational attainment. Consistently, individuals from high SES categories are more likely to continue their education beyond high school, to enter and graduate from college, and to obtain a graduate or professional education.[7] Alexander and Eckland as well as Sewell and Shah report that socioeconomic status is more strongly associated with the attainment of women than men.[8] The effects of SES may differ by race. Kerckhoff and Campbell[9] report that SES measures explain 10% of the variation in the educational attainment of Blacks compared to 37% of the variation among Whites, although Howell and Frese[10] found that among low SES fifth and sixth grade students in five Southern states the socialization model of attainment fits Black attainment as well as White attainment when gross SES differences are initially controlled by sample design.

The relationship between mental ability(as measured by some form of intelligence test)and status attainment shows that, other things being equal, high scores on mental ability tests are related to higher levels of educational attainment and therefore higher status occupational attainment.[11] Translated into estimates, this means the highest fifth of the "I.Q." distribution attains approximately 2 more years of education, and 5 to 8 points above the mean in occupational status. However, a low positive correlation between socioeconomic status and mental ability has been consistently found, fueling considerable debate on the assignment of weights to these two variables. When mental ability is controlled, higher SES students are more likely to obtain higher education when compared with their lower SES peers regardless of race.[12] Thus, it is not clear what portion of the differences in educational aspirations and attainment should be attributed to ability differences and what portion to socioeconomic differences.

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[7] William H. Sewell & Robert M. Hauser, "Causes and Consequences of Higher Education: Models of the Status Attainment Process," American Journal of Agricultural Economics, 54 (December 1972), 851-861.

William H. Sewell & Vimal P. Shah, "Socioeconomic Status, Intelligence, and the Attainment of Higher Education," Sociology of Education, 40 (Winter 1967), 1-23.

[8] Karl L. Alexander & Bruce K. Eckland, "Sex Differences in the Educational Attainment Process," American Sociological Review, 39 (October 1974), 668-682.

[9] Alan C. Kerckhoff & Richard Campbell, "Black-White Differences in the Educational Attainment Process," Sociology of Education, 50 (January 1977), 15-27.

[10] Frank M. Howell & Wolfgang Frese, "Race, Sex, and Aspirations: Evidence for the 'Race Convergance' Hypothesis," Sociology of Education, 52 (January 1979), 34-46.

[11] William H. Sewell, "Inequality of Opportunity for Higher Education," American Sociological Review, 36 (October 1971), 24-38.

William H. Sewell & Vimal P. Shah, "Socioeconomic Status, Intelligence, and the Attainment of Higher Education," Sociology of Education, 40 (Winter 1967), 1-23.

Otis Dudley Duncan; David L. Featherman & Beverly Duncan, "Socioeconomic Background and Occupational Achievement: Extensions of a Basic Model," (Ann Arbor, Michigan: The University of Michigan, Population Studies Center, 1968).

Otis Dudley Duncan; Archibald O. Haller & Alejandro Portes, "Peer Influences on Aspirations: A Reinterpretation," American Journal of Sociology, 74 (September 1968), 119-137.

Academic Performance

Academic performance, as measured by rank in class and/or high school grades, plays a major part in the status attainment process hypothesized in the Wisconsin model. Not only does it have an effect on educational attainment, but on significant other's influence, educational aspirations and occupational aspirations. Sewell, Haller, and Ohlendorf suggest that grades and class rank "impress" other people and therefore enter into the development of expectations of significant others.[13] In addition, grades provide a basis for youth to assess their potential in relation to other students. From both personal evaluation and others' evaluations youth are able to establish goals for future attainment.

Seventy-five percent of the effect of academic performance or occupational attainment is indirect; that is, academic performance affects significant others, educational attainment and educational and occupational aspirations directly and through these factors indirectly affects occupational attainment. It may be possible to find an explanation of the remaining 25% of the association in the hiring procedures utilized by employers. Transcripts of grades plus number and type of degrees as well as institutions offering degrees all represent educational credentials and specifically reflect the successes and failures of the student. Like other credentials, they may be used as indicators of potential job performance,[14] mechanisms to screen individuals,[15] and evidence of socialization for efficient adaptation to work.[16] Theorists who view the educational process as the means for accumulating human capital in terms of skills and credentials with marketable value, would argue that grades represent the successful (or unsuccessful) acquisition of educational content, particularly cognitive skill, which contribute to productivity.

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[12] Christopher Jencks, Inequality: A Reassessment of the Effect of Family and Schooling in America (New York: Basic Books, Inc., 1972).

John C. Loehlin; Gardner Lindsey & J.N. Spuhler, Race Differences in Intelligence (San Francisco: W.H. Freeman and Co., 1975).

[13] William H. Sewell, Archibald O. Haller, & George W. Ohlendorf, "The Educational and Early Occupational Status Attainment Process: Replication Revision," American Sociological Review, 35 (December 1970), 1014-1027.

[14] Ivar Berg, Education and Jobs: The Great Training Robbery (Boston: Beacon Press, 1971).

[15] Kenneth Arrow, "Higher Education as a Filter," Journal of Public Economics, 2 (July 1973), 193-216.

Michael Spence, "Job Market Signaling," Quarterly Journal of Economics, 87 (August 1973), 355-374.

Paul J. Taubman & T.J. Wales, "Higher Education, Mental Ability, and Screening," Journal of Political Economy, 81 (January 1973), 28-35.

In the Wisconsin model mental ability is reported to be the primary determinant of academic performance, a finding that has not gone unchallenged. Proponents of the allocation model have produced evidence that teachers' expectations and evaluations of students are shaped in part by the students' socioeconomic status.[17] According to Havighurst and Neugarten, teachers may award better grades to higher SES students.[18] In addition, Rist found that teachers use socioeconomic factors to group children within classrooms which affects classroom interaction patterns as well as evaluations of later performance as the children proceed through school.[19] A more radical explanation of the link between SES and academic performance is offered by political economists Bowles and Gintis who argue that schools reinforce and reward class-based personality traits and behavior patterns in order to reproduce the hierarchical division of labor.[20] In contrast, research using the Wisconsin model reports that the effects of SES on attainment are almost entirely mediated by the influence of significant others and aspirations, not by impact on academic performance. According to Sewell, Haller and Portes both SES and mental ability affect the interaction with significant others as well as the individual's self-perceptions.[21]

Influence of Significant Others and Educational and Occupational Aspirations

Arguments for the inclusion of social psychological variables in a structural model of status attainment have both theoretical and empirical roots in the sociological literature. The Wisconsin model represents two sets of social psychological variables: significant other's influence and levels of aspiration. As Haller and Portes note, the status positions of others and their expectations of youth are crucial facilitating variables in the status attainment process.[22] Significant others formulate their expectations both through direct interaction with youth and through acquiring information regarding "resources" of youth for various levels of goal attainment. In turn, youth assess themselves thorugh interaction with significant others and knowledge of their own "resources." The result of this interaction and evaluation process is the formulation of aspirations or goals for educational and occupational attainment.

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[16] Herbert Gintis, "Education and the Characteristics of Worker Productivity," American Economic Review, 61 (May 1971),266-279.

[17] Howard S. Becker, "Social Class Variations in the Teacher Pupil Relationship," Journal of Educational Sociology, 25 (April 1952),451-465.

M. Deutsch, "The Disadvantaged Child and the Learning Process," in H. Passon (Ed.), Education in Depressed Areas (New York: Teachers College Press, 1963).

[18] Robert J. Havighurst & Bernice L. Neugarten, Society and Education (Boston: Allyn and Bacon, 1967).

[19] Ray Rist, "On Understanding the Processes of Schooling: The Contributions of Labeling Theory," in Jerome Karabel and A.H. Halsey (Eds.) Power and Ideology in Education (New York: Oxford University Press, 1977),292-305.

[20] Samuel Bowles & Herbert Gintis, Schooling in Capitalist America (New York: Basic Books, 1976).

[21] William H. Sewell; Archibald O. Haller; & Alejandro Portes, "The Educational and Early Occupational Attainment Process," American Sociological Review, 34 (February 1969), 82-92.

Wisconsin research usually represents three sets of significant others parents, peers, and teachers. When the influence of significant others is decomposed into these three groupings, parents and peers are found to exert about equal influence on aspirations, and their influence is approximately twice as great as teacher influence: Controlling for SES, ability, academic performance, parental influence, and peer influence, Sewell and Hauser find that strong teacher encouragement is correlated with an additional .6 year of education and having friends who plan to attend college with an additional .75 year. When the effects of significant others--parents, teachers and peers--were disaggregated by Hauser and Sewell and Hauser the encouragement by parents to attend college and the influence of peers measured by friends' plans to attend college were found to be strongly related to SES while the encouragement by teachers to attend college was related to mental ability and academic performance.[23]

It has also been suggested by Kerckhoff and Campbell that parents have differential effects on the educational aspirations of their children.[24] In their study of twelfth grade boys, they find mothers and fathers do exert different influences on their children. The findings suggest that among Black males, mothers represent a stronger influence on aspiration while for high SES White males, father is a stronger influence. Among low SES white males no difference in status attainment related to parental influence is detected.

Peers (as models) appear to be more influential for rural youth. On the other hand while both parents and peers are influential for urban youth's aspirations, parent's influence (as definers) is more important.[25] The study of influence of peers has been extended to the area of employment stability by Doeringer and Piore.[26] Briefly, they suggest that because of the strong peer relationships among youth from lower SES backgrounds, transition to stable employment is facilitated if group members can obtain employment at the same time. The youth's aspirations and attainments thus remain consistent with those of their friends, reducing the probability of conflicting demands between the individual's commitment to work and peer group activities.

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[22] Archibald O. Haller, & Alejandro Portes, "Status Attainment Process," Sociology of Education, 46 (Winter 1973), 51-91.

[23] William H. Sewell & Robert M..Hauser, "Causes and Consequences of Higher Education: Models of the Status Attainment Process," American Journal of Agricultural Economics, 54 (December 1972), 851-861.

Robert M. Hauser, "Disaggregating a Social Psychological Model of Educational Attainment," Social Science Research, 1 (June 1972), 159-188.

[24] Alan C. Kerckhoff & Richard Campbell, "Black-White Differences in the Educational Attainment Process," Sociology of Education, 50 (January 1977), 15-27.

[25] J. Picou & T. Michael Carter, "Significant-Other Influence and Aspirations," Sociology of Education, 49 (January 1976), 12-22.

[26] Peter B. Doeringer & Michale J. Piore, "Unemployment and the 'Dual Labor Market,'" The Public Interest (Winter 1975), 67-79.

School personnel, specifically teachers and counselors, do have some impact on status attainment.[27] Although the Wisconsin research generally finds teacher's influence to be based on academic ability and performance reflecting the "classless" nature of this impact on status attainment, others would dispute the finding citing race, ethnicity, sex, social class background, language, and appearance as generating (in part) teacher expectations.[28]

Counselors may influence aspirations and attainment through educational and occupational advice given to students or they may act as interpreters of the academic record, and aid the students in adjusting their aspirations downward.[29] Cicourel and Kitsuse indicate that multiple factors are used by counselors when assigning students to academic versus non-academic programs.[30] They found that only part of the assignment decisions could be attributed to objective measures, i.e., grades and test scores. Other factors considered by counselors were family background, parental aspirations, student behavior and mode of dress, all of which contributed to a general impression of the student. It should be noted that Rehberg and Hotchkiss reported no relationship between counselor advice and SES of the student. Instead counselor advice was strongly dependent on academic ability and teacher information reported to the counselor.[31] In addition, Knox, Pratto and Callahan found a greater likelihood for middle class versus working class students to utilize counselors, suggesting the possible differential effect this significant other may have in the status attainment process.[32]

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[27] Carolyn Hodges Persell, Education and Inequality: A Theoretical and Empirical Synthesis (New York: The Free Press, 1977).

[28] M. Clifford & E. Walster, "The Effect of Physical Attractiveness on Teacher Expectation," Sociology of Education, 45 (1973), 248-258.

Ray Rist, "Student Social Class and Teacher Expectations: The Self-fulfilling Prophecy in Ghetto Education," Harvard Educational Review, 40 (1970), 411-451.

Gregg Jackson & Cecilia Cosca, "The Inequality of Educational Opportunity in the Southwest: An Observational Study of Ethnically Mixed Classrooms," American Educational Research Journal (1974), 219-229.

[29] Burton R. Clark, "The 'Cooling-out' Function in Higher Education," American Journal of Sociology, 65 (May 1960), 569-576.

[30] A.V. Circourel & J.I. Kitsuse, The Educational Decisionmakers (Indianapolis: Bobbs-Merrill, 1963).

[31] R.A. Rehberg & L. Hotchkiss, "Educational Decisionmakers: Antecedents and Consequences of Career Advice from the Guidance Counselor as a Significant Other in the Process of Social Mobility," Sociology of Education, 45 (Fall 1972), 339-361.

[32] W.E. Knox; D.J. Pratto & C.M. Callahan, "Domains of Decisionmaking and School Counselor Use Among High School Seniors," Sociology of Education, 47 (1974), 466-490.

Educational Experiences

The status attainment research reviewed here has emphasized throughout the linkage between amounts of education (in years or degrees) and levels of status associated with employment. Our purposes is somewhat different: We are primarily concerned with the association between types of educational experiences and the ability to find employment. Indeed for analyses educational attainment is held constant at the twelfth grade; that is, by looking at unemployment among youth who did not enroll full-time in post-secondary education, but who did complete the twelfth grade we are controlling for the effects of the most powerful predictor of occupational status.

Nevertheless, the linkages between mental ability, socioeconomic status, academic performance and the influence of significant others suggested by status attainment models may represent important influences on the educational experience and on subsequent employment and unemployment. Our focus on qualitative differences in the educational experience led to an examination of additional research on educational outcomes to identify important aspects of the preparation process excluded from models of status attainment.

Despite the acknowledgement that curriculum tracking or ability grouping is a common practice in American schools, variables representing this process have not been incorporated in contemporary models of status attainment. Placement in selected programs generally takes one of two forms: placement in a curriculum program by type, such as college preparatory, vocational or general programs or placement in a particular classroom or course based on hierarchical ability groupings. Placement is generally assumed to be based on test scores,[33] although there are indications that teachers' judgments independent of ability evidence are used to group students.[34] Some studies have found placements highly related to social class and race.[35]

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[33] James S. Coleman, Equality of Educational Opportunity (Washington, D.C.: The Government Printing Office, 1966)

Gary Echternacht, "Characteristics Distinguishing Vocational Education Students from General and Academic Students," Multivariate Behavioral Research, 11 (October 1976), 477-491.

Rupert Evans and Joel D. Galloway, "Verbal Ability and Socioeconomic Status of 9th and 12th Grade College Preparatory, General, and Vocational Students," Journal of Human Resources, 8 (Winter 1973), 24-36.

[34] Ray Rist, "Students Social Class and Teacher Expectations, The Self-Fulfilling Prophecy in Ghetto Education," Harvard Educational Review, 40 (1970), 411-451.

[35] B. Heyms, "Social Selection and Stratification Within School," American Journal of Sociology, 79 (May 1974), 1434-1451.

Walter E. Schafer and C. Olexa, Tracking and Opportunity (Scranton, Pennsylvania: Chandler, 1971).

Stephen H. Baker, "Teacher Effectiveness and Social Class as Factors in Teacher Expectancy Effects on Pupils Scholastic Achievement," Doctoral Dissertation, Clark University, 1973, Dissertation Abstracts International 34: 2376A.

The importance of ability grouping to the educational experience is its potential influence on the type, amount, and quality of instruction available to children. Heathers reports the prevalence of classroom drill and emphasis on basic skills with low ability students while high ability students are encouraged in abstract conceptual learning and independent work.[36] According to Rosenbaum teachers spend more time on preparations for college preparatory classes than for other classes, perhaps reflecting as Rosenthal and Jacobson have noted, lower teacher expectations.[37]

There is some evidence that ability grouping affects academic achievement (performance). Schafer, Olexa and Polk observed an increase in the achievement gap between high school students in college preparatory programs and those in other programs.[38] As Alexander and McDill have demonstrated, the college preparatory program provides access to high status peers, affecting students' attitudes as well as commitments to educational performance and attainment.[39] In addition, Coleman and others have noted the contextual effects of peer group composition on educational aspirations and attainment.[40] Not only can curriculum type influence educational efficacy, but specific course content--the type and amount of vocational training, the amount of homework, the provision of remedial work--may be directly related to the adequacy of the preparation for entrance into occupational roles.

Another important feature of the high school experience is participation in extracurricular activities. Coleman in The Adolescent Society found that peer group status was primarily associated with participation in extracurricular activities, for example, athletics. High grades alone could not usually account for high peer status within the school, but when coupled with success in extracurricular activities high status was attained. Similar findings were also reported by Gordon.[41]

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[36] Glen Heathers, "Grouping" in Robert J. Ebel (Ed.) Encyclopaedia of Educational Research, 4th Edition (New York: Macmillan, 1969), 559-570.

[37] James E. Rosenbaum, "The Stratification of Socialization Processes," American Sociological Review, 40 (February 1975), 48-54.

Robert Rosenthal and Lenore Jacobson, Pygmalion in the Classroom (New York: Holt, Rinehart and Winston, 1968).

[38] Walter E. Schafer; C. Olexa and Kenneth Polk, "Programmed for Social Class: Tracking in American Schools," in Norman K. Denzin (Ed.) Children and Their Caretakers (New Brunswick, N.J.: Transaction Books, 1973), 200-226.

[39] Karl Alexander and E.L. McDill, "Selection and Allocation Within Schools: Some Causes and Consequences of Curriculum Placement," American Sociological Review, 41 (1976), 963-980.

[40] James Coleman, The Adolescent Society: The Social Life of the Teenager and Its Impact on Education (New York: The Free Press of Glencoe, 1961).

[41] C.W. Gordon, The Social System of the High School (New York: The Free Press of Glencoe, 1957).

High peer group status is not the only justification for participation in extracurricular activities. According to Rhea students in the most prestigious Boston high schools participated partly because they perceived the best college as committed to selecting "well rounded"students. Participation was therefore linked with higher educational aspirations.[42]

A positive correlation between athletic participation and educational aspirations and attainment which holds even when SES, ability, academic performance, and significant others are controlled is also evidenced in the literature.[43] Schafer and Armer report athletes in two midwest schools had slightly higher grade point averages than non-athletes, and the GPA gap increased with greater participation in athletics.[44] Spady reports athletic participation as a strong source of high status perceptions, stimulating a desire for continued status and recognition after high school. He does suggest, although, that while athletics may increase status perceptions and aspirations this may occur without providing the student with skills and orientations to fulfill the "inflated" aspirations.[45] Otto and Alwin further demonstrate the positive relationship between athletics and education attainment, occupational aspirations and attainment, and income.[46]

Other Training for Work

Other educational experiences related directly to work may play a role in easing the transition from school to work. Special courses and job training programs are designed specifically to prepare a youth for employment. For example, participation in the Neighborhood Youth Corps, Job Corps and Upward Bound may provide the contacts and experience to enable youth to find work. Vocational training in the high schools, depending on the amount and type, may be particularly effective employment preparation. Finally, the informal education associated with actual employment prior to leaving school may result in lower levels of unemployment, particularly if the job is related to the youths future plans or studies.

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[42] Buford Rhea, "The Myth of Institutionalized Paternalism in High School," The Urban Review, 2 (February 1968), 13-34.

[43] Richard A. Rehberg and Walter E. Schafer, "Participation in Inter-Scholastic Athletics and College Expectations," American Journal of Sociology, 73 (1968), 732-740.

Richard A. Rehberg, "Behavioral and Attitudinal Consequences of High School Interscholastic Sports: A Speculative Consideration," Adolescence, 4 (Spring 1969), 69-88.

E. Spreitzer and M. Pugh, "Interscholastic Athletics and Educational Expectations," Sociology of Education, 46 (Spring 1973), 171-182.

[44] Walter E. Schafer and J. Michael Armer, "Athletes Are Not Inferior Students," Trans-action, 6 (November 1968), 21-26.

[45] William G. Spady, "Lament for the Letterman: Effects of Peer Status and Curriculum Activities on Goals and Achievement," American Journal of Sociology, 75 (January 1970), 680-702.

[46] Luther B. Otto, & Alwin Duane, "Athletics, Aspirations and Attainments," Sociology of Education, 50 (April 1977), 102-113.

Summary

In our examination of youth unemployment we envision the process of preparation for employment as a social learning experience that occurs within the context of the social and community environment, within the constraints of the cultural and socioeconomic setting of the family, and within the limitations imposed by the youth's own abilities. The learning experience itself can be typified not only by the number of years of education, but also by the particular kind of formal educational preparation--described by the curriculum type and content, academic performance, and high school characteristics. In addition, the informal educational preparation for adult life that occurs in extracurricular activities and employment while in school may directly affect subsequent unemployment. In both the formal and informal educational processes, the socialization that occurs in conjunction with the influence of parents, teachers and peers may be an important determinant of what a youth chooses to learn and regard as meaningful.

Certain patterns of normative expectations prevail in our society among prospective employers as well as young persons regarding appropriate occupational goals and career patterns. These norms may vary widely by race, gender, and socioeconomic status of the family of origin so that the process of preparation must be examined carefully within divergent groups to assess the factors related to labor market outcomes within each. If, in fact, some educational experiences appear especially effective, then we can begin to examine more directly the process by which youth are selected for these experiences and subsequently translate them into economic advantages.

CHAPTER IV: YOUTH UNEMPLOYMENT DURING THE FIRST FOUR YEARS AFTER HIGH SCHOOL

Despite the successful completion of twelve years of education, a great many youth are unable to make a smooth transition to work. In October of 1976, for example, the unemployment rate among recent high school graduates averaged 18.1%: 15.1% among white youth and 44.5% among nonwhite youth.[1] Such statistics immediately raise questions about the nature of this phenomenon: Which youth are experiencing the greatest difficulty in finding work and how do they differ in preparation and background from those able to find work more easily? More is known about the answer to the first question than the second. A recent Congressional Budget Office report to the Congress identifies several groups of youth with particularly high unemployment rates: in 1976 youth 16 to 24 years old with very high rates of unemployment included nonwhite youth from poor families and/or living in the central city with unemployment rates in the 40% to 50% range and nonwhite high school dropouts who averaged about 33% unemployment.[2]

In this chapter we address both of these questions, seeking to identify the characteristics of youth experiencing high levels of unemployment as well as the educational and social antecedents to unemployment. The analysis is restricted to a selected subgroup within the population, those youth who complete high school and do not continue to full-time post-secondary education. This subset of youth has completed the preparation offered by our educational institutions and on the basis of their knowledge qualifications, abilities, and interests are seeking employment.

The National Longitudinal Study of the High School Class of 1972 provides an excellent source of data on the background and labor market experiences of a nationally representative sample of over 22,000 youth who were high school seniors in the spring of 1972. Questionnaires, ability tests and school records were used to collect detailed information on the educational experiences, personal ability and family background; a series of three followup mail questionnaires gathered information on the post-secondary education and labor market experiences of these youth during the first four and one half years after high school.[3] As Chapter II indicated, a large portion (44%) of the Class of 1972 did not enroll full-time in post-secondary education in any October from 1972 to 1976. It is the antecedents to unemployment particularly, long periods of unemployment among this sample of youth who have completed the transition out of school that we wish to identify in this chapter.

Two measures of unemployment will be used to capture the difficulty in finding work experienced across the four year period from October 1972 to October 1976: the average number of weeks per year spent "looking for work, waiting to report to work or temporarily laid off" and the average unemployment rate.[4] The first of these two measures looks at the total amount of time spent looking for work. The second looks at the time spent looking as a proportion of time in the labor force (time spent looking plus time spent working). The distinction may be crucial among this age group for, as we have seen, labor force participation varies widely during these years.

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[1] Congressional Budget Office, Youth Unemployment: The Outlook and Some Policy Strategies (Washington, D.C.: The Government Printing Office, 1976), p. 39.

[2] Ibid., p. xvi.

[3] Additional information on the National Longitudinal Study of the High School Class of 1972 is provided in Appendix A.

[4] A more complete description of these variables and all others used in the analysis, is provided in Appendix B.

Drawing heavily on the Wisconsin model of status attainment reviewed in Chapter III, we envision the preparation for work as a process of education and socialization which is occurring within the context of the individual's abilities and location in the social structures. Indicators of race or ethnicity, native language, region and community size are added to socioeconomic status as reflections of the contextual framework of education and socialization. The presence of physical handicap which could affect job performance is added to mental ability as a controlling factor related to labor force outcomes.

Unlike status attainment research, this analysis is examining qualitative differences in educational content and experiences, holding attainment, a powerful predictor of status based on quantitative differences in years of education, constant at twelfth grade. In addition to the traditional measures of academic performance, class rank and grade average, a variety of variables are used to capture the characteristics of a wide range of formal and informal educational experiences: the type of high school program, the amount of homework done, the amount of job experience during the senior year in high school, participation in extracurricular activities, and others argued to have significant impact.[5]

Conflicting findings on the direction of influence by significant other persons, such as the assertion by Hauser that teachers base their encouragement to attend college on grades and ability, while parents and peers reflect social class influences,[6] have led us to look for interactions between measures of the amount and type of advice or influence exerted by peer plans, parental educational expectations, and school personnel encouragement and the other variables included in the analysis. As Graham has suggested "critical incidents," encounters with a special person or experience, may prove to be crucial in developing the skills and/or pattern of goals that lead to later success in the labor market.[7]

Excluded from the analysis are the attitudinal variables related to occupational and educational plans, expectations and aspirations. While such subjectively perceived goals are undoubtedly related to labor market experiences their relationship with the educational experience itself is unclear: are they inputs to, or outcomes of, the educational processes? Our primary concern is the identification of the educational antecedents to unemployment. To highlight the educational effects, the correlated attitudinal variables are deleted in the absence of longitudinal data with which to "sequence" the relationship between educational experience and attitudes.

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[5] A more complete discussion of the educational effects on occupational outcome is provided in Chapter III.

[6] Robert M. Hauser, "Disaggregating a Social Psychological Model of Educational Attainment," Social Science Research 1 (June 1972), pp. 159-188.

[7] Richard A. Graham, Personal Communication, June 1979.

The following thirty-two variables are used to represent the five major areas--social context, personal attributes, the influence of significant others, educational experiences, and work experiences--believed to relate to the preparation of youth for employment:[8]

I. Social context:

- Sex
- Race
- Socioeconomic status
- Region
- English as the primary language in the home
- Number of people dependent on parents

II. Personal attributes:

- Ability
- Physically handicapped or not

III. The influence of significant others

- Father's educational expectations for student
- Mother's educational expectations for student
- Parents' influence on high school program and post high school plans
- Friends' influence on high school program and post high school plans
- School influence on high school program and post high school plans
- Other adult influence on high school program and post high school plans
- Peer plans for work or on-the-job training

IV. Characteristics of the educational experience

- Class rank
- High school grade average
- Size of senior class
- High school location
- Type of high school program
- Amount of homework assigned and/or completed
- Whether tracked; if so, what track?
- Remedial education
- Amount and type of vocational education received
- Availability and usefulness of guidance counseling
- Participation in extracurricular activities
- Leadership in extracurricular activities
- Participation or leadership in extracurricular athletics

V. Job experience

- Hours worked per week during senior year in high school in paid/unpaid job (excluding vacation)
- Perceived usefulness of job during high school to future work or study
- Participation in certain job programs (e.g., Upward Bound, etc.)

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[8] A more complete description of these variables is provided in Appendix B.

The distribution of the average number of weeks per year spent looking for work by the members of the Class of 1972 who did not enroll full-time in post-secondary education is shown in Figure 1. The large majority averaged less than a month per year looking for work; in fact, almost 40% reported no unemployment across these years. The proportion in each category declines as the average period of unemployment lengthens, with approximately 10% in each of the two four week categories between 4 weeks and 16 weeks and fewer than 5% in each category thereafter.

The relationship between unemployment and the social context, personal ability, educational and work experience and the influence of significant others is shown in Table 1. Small but significant differences in the average number of weeks spent looking for work can be observed: Blacks averaged 5 weeks of unemployment compared to the 3 average of Whites; those in the top quartile in class ranking averaged 2.5 weeks compared to the 3 week average of those in the lowest quartile.[9] The most striking finding illustrated in Table 1 is, however, the nearly universal lack of even a non-linear relationship between unemployment and educational experiences or other antecedent conditions,as indicated by the low eta-squared values. Despite the skewed distribution with a mean of 3 weeks per year of unemployment, a distribution which would typically be characterized by low variance, the within category variances are quite large, especially in relation to the total variance in unemployment. Not surprisingly, unemployment increases as labor force participation increases, a result of the upper bound placed on unemployment by labor force participation. (By definition, a youth cannot average 16 weeks of unemployment if participating in the labor force only 10 weeks). By looking at the unemployment rate we are able to correct for the rather wide differences in labor force participation that prevail in this age group.

Once again, we see from Table 2 that the mean rate of unemployment for all persons in the sample is low--only 9%--and the standard deviation is high--16%. As with the average number of weeks of unemployment, the distribution of unemployment rate is sharply skewed to the right, with a heavy concentration in the 0-10% range (see Figure 2). The "explanatory power" of a few of the variables changes slightly as a result of the shift to the rate: The relationship between homework and unemployment rate is slightly lower than between homework and weeks of unemployment; while the relationship with "number of hours per week worked during high school" rises slightly as a result of the shift to the rate. Nonetheless, the bottom line is clearly the same--there is very little light shed by either high school educational effect variables or stable demographics with regard to cumulative unemployment, no matter how it is measured, when focusing on the members of the Class of 1972 who did not enroll full-time in post-secondary education.

Although Tables 1 and 2 present a rather discouraging picture of the degree to which unemployment in the first four years after high school can be "explained" by background characteristics or high school experiences, one is led immediately to ask about the cumulative effects of these variables. It may, for example, be that while the zero-order relationship of these descriptors with unemployment and unemployment rate is relatively low, the combinatory effects of these variables may be considerably more powerful.

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[9] The average number of weeks are rounded to the nearest whole week in the discussion to avoid conveying the impression of greater precision than warranted by the data. Likewise, the unemployment rate is rounded to the nearest whole percent.

Figure 1. THE AVERAGE NUMBER OF WEEKS OF UNEMPLOYMENT FROM OCTOBER 1972 TO OCTOBER 1976 AMONG YOUTH WHO DID NOT ENROLL IN POSTSECONDARY EDUCATION

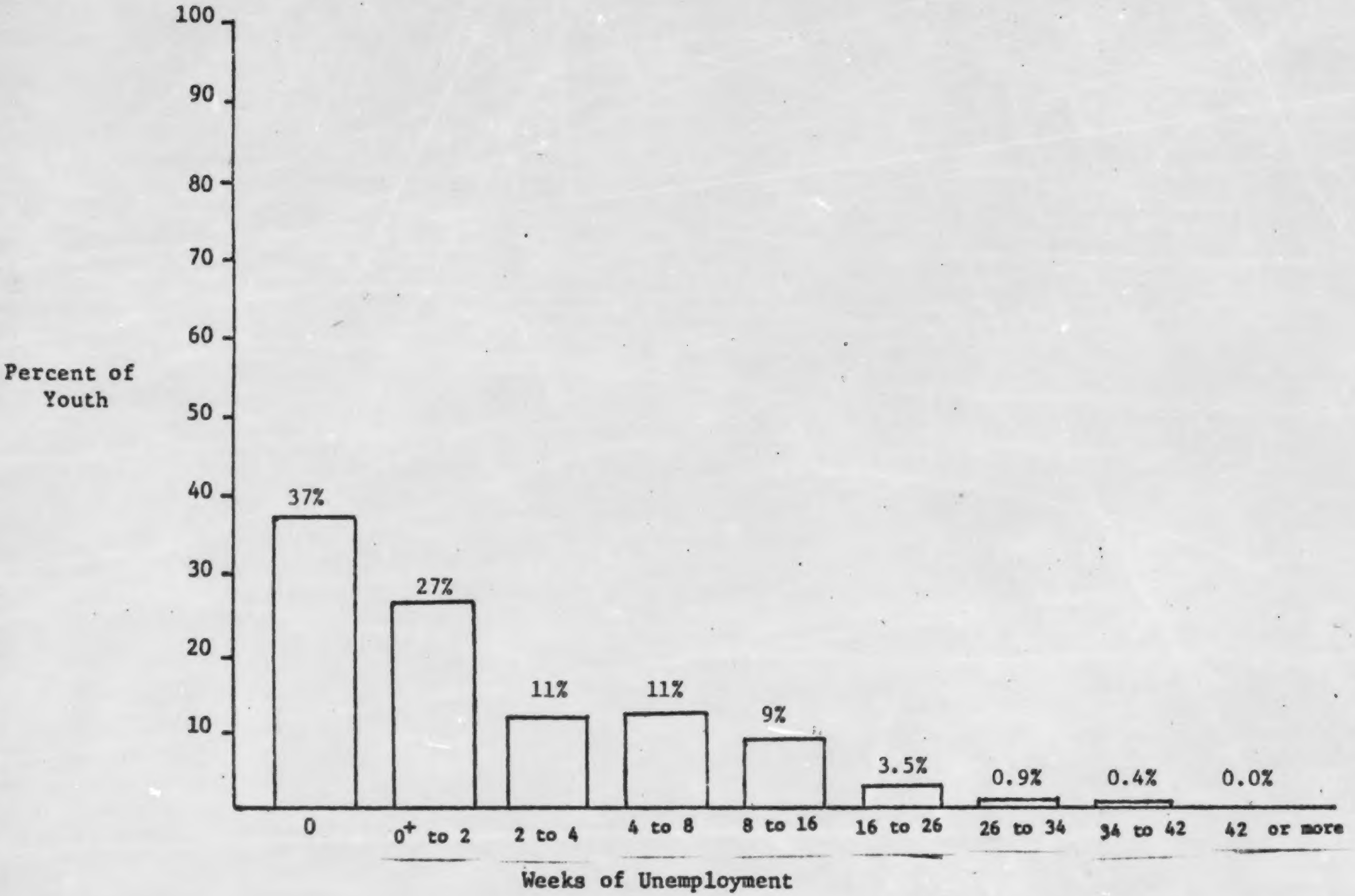

Table 1. AVERAGE NUMBER OF WEEKS OF UNEMPLOYMENT AMONG YOUTH WHO DID NOT ENROLL IN FULL-TIME POST-SECONDARY EDUCATION ACROSS THE FIRST FOUR AND ONE HALF YEARS AFTER HIGH SCHOOL

Variable[a]	Total (Weighted)	Mean Number of Weeks of Unemployment[b]	Standard Deviation	Eta^2	Significance
Sex					
Male	3646	4	5.8	.00	NS
Female	3948	3	5.8		
Race					
Black	709	5	7.7	.01	$p < .001$
White	6157	3	5.5		
Hispanic	292	3	5.5		
Other	416	4	6.5		
Socioeconomic Status					
Higher	758	3	5.2	.00	$p < .001$
Middle	4129	3	5.5		
Lower	2633	4	6.4		
Region					
Northeast	1804	4	6.0	.00	$p < .01$
Northcentral	2266	3	5.6		
South	2326	3	5.6		
West	1205	4	6.1		
Ability					
Higher	641	3	5.1	.00	$p < .01$
Medium	2572	3	5.3		
Lower	2187	4	6.3		
Handicapped					
Physically Handicapped	432	4	7.1	.00	$p < .001$
Not Handicapped	6580	3	5.7		
Language Spoken at Home					
English	6588	3	5.7	.00	NS
Other	479	4	7.0		
Class Rank					
Lower Quartile	1708	4	6.0	.01	$p < .001$
Middle Two Quartiles	3203	3	5.5		
Upper Quartile	729	3	5.2		
Grade Average					
B+ or Better	360	2	3.8	.01	$p < .001$
C to B	2774	3	5.5		
Lower than C	3205	4	6.0		

" See footnotes at the end of table."

Table 1. p. 2

Variable[a/]	Total (Weighted)	Mean Number of Weeks of Unemployment[b/]	Standard Deviation	Eta^2	Significance
Size of Senior Class					
Less Than 400	5029	4	5.8	.00	$p < .05$
Greater Than 400	2571	3	5.7		
Location of High School					
Small Community	3540	4	6.0	.00	NS
Medium Size Community	911	3	5.5		
Large Community	1332	3	5.5		
Very Large Community	1075	3	5.5		
High School Program					
General	3314	4	5.8	.00	NS
Academic	1240	3	5.9		
Vocational	3037	3	5.8		
Homework Per Week					
None Assigned	410	5	7.2	.01	$p < .001$
Assigned, Not Done	477	4	6.7		
1-4 Hours	3280	3	5.6		
5-10 Hours	1303	3	5.2		
More Than 10 Hours	150	3	5.8		
Tracking in High School					
Tracked Down	2358	3	5.8	.00	NS
Tracked Up	628	3	5.8		
Not Tracked	3426	3	5.7		
Remedial Education					
Remedial Math or English	784	4	6.5	.00	$p < .001$
No Remedial Education	6813	3	5.7		
Vocational Education I					
None	2231	4	6.2	.00	$p < .05$
1-4 Semesters	2146	3	5.7		
More Than Four Semesters	3223	3	5.5		
Vocational Education II					
None	7021	3	5.8	.00	NS
One or More Semesters	575	3	5.9		
Number of Persons Dependent on Parents					
0	3222	3	6.0	.00	$p < .05$
1	1243	3	5.4		
2	1100	3	5.7		
3	774	3	5.3		
4	505	4	5.9		
5	313	4	6.0		
6	389	4	6.2		
7	37	5	6.3		
More Than 7	18	*	*		

" See footnotes at the end of table."

Table 1. p. 3

Variable[a]	Total (Weighted)	Number of of Weeks of Unemployment[b]	Standard Deviation	Eta^2	Significance
Guidance Counseling					
Available and Useful	4165	3	5.6	.00	NS
Not Available and/or Useful	3435	3	6.0		
Participation in Extracurricular Activities					
Participated	4993	3	5.7	.00	NS
Did Not Participate	2607	4	6.0		
Leadership in Extracurricular Activities					
Leadership Position	1383	3	5.4	.00	$p < .01$
No Leadership Position	6215	4	5.9		
Extracurricular Athletics					
No Participation	4547	4	5.8	.00	NS
Participation	2116	3	5.8		
Leadership	355	3	5.6		
Hours Worked Per Week During Senior Year					
0	1773	4	6.5	.01	$p < .001$
1-5	580	4	6.3		
6-10	717	4	6.3		
11-15	594	4	5.7		
16-25	1753	3	5.4		
More Than 25	1665	3	5.1		
Job in High School					
Useful to Work or Studies	2030	3	5.4	.01	$p < .001$
Not Useful	5569	4	5.9		
Job Program Participation					
No Participation	5443	3	5.7	.00	$p < .01$
Upward Bound	48	3	6.0		
Cooperative Vocational Education Program	951	3	5.7		
Neighborhood Youth Corps	406	5	6.6		
High School Work Study	707	3	6.0		
Talent Search	45	4	6.2		
Father's Education Expectations					
High School Graduation or Lower	1267	3	6.2	.00	NS
Vocational/Technical School	1943	3	5.5		
2-Year College	698	4	5.8		
4-Year College or Graduate School	1298	3	5.3		

" See footnotes at the end of table."

Table 1. p. 4

Variable a/	Total (Weighted)	Mean Number of Weeks of Unemployment b/	Standard Deviation	Eta^2	Significance
Mother's Educational Expectations					
High School Graduation or Lower	1223	3	6.0	.00	NS
Vocational/Technical School	2102	4	5.8		
2-Year College	766	4	6.4		
4-Year College or Graduate School	1376	3	5.3		
Influence of Parents on Plans					
Large Influence	2499	3	5.9	.00	NS
Less Influence	5101	3	5.7		
Influence of School Personnel on Plans					
Large Influence	1569	4	6.2	.00	$p < .01$
Less Influence	6029	3	5.7		
Influence of Friends on Plans					
Large Influence	1875	3	5.9	.00	NS
Less Influence	5724	3	5.8		
Influence of Other Adults on Plans					
Large Influence	1874	3	5.9	.00	NS
Less Influence	5725	3	5.8		
Peer Plans					
Work or On-Job Training	2121	3	5.7	.00	NS
Other	5478	3	5.8		

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a/The variables used in the analysis are described in Appendix B.

b/Rounded to the nearest whole week.

*Cell total too small for accurate measurement.

Figure 2. THE AVERAGE UNEMPLOYMENT RATE FROM OCTOBER 1972 TO OCTOBER 1976 AMONG YOUTH WHO DID NOT ENROLL IN POSTSECONDARY EDUCATION

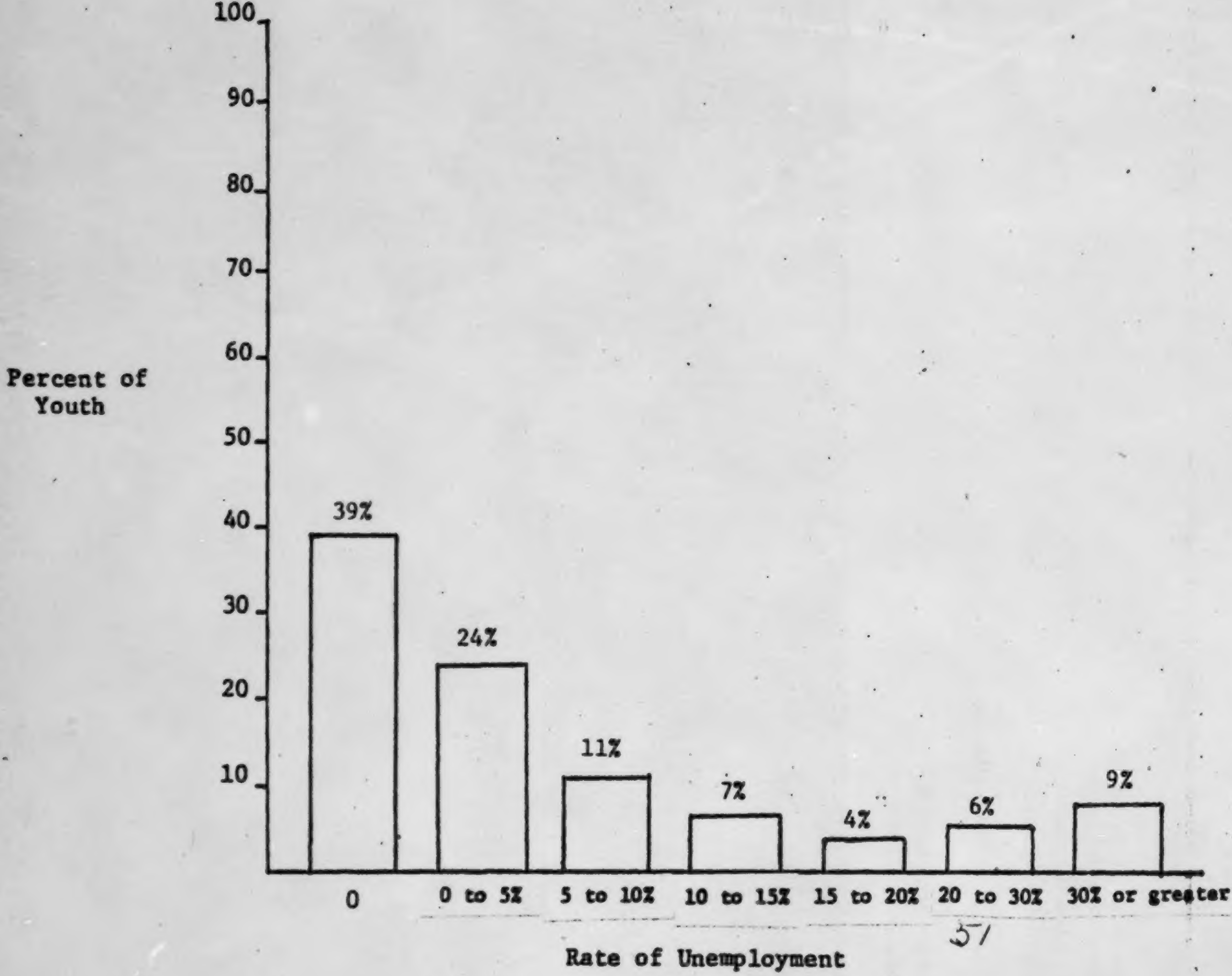

Table 2. AVERAGE UNEMPLOYMENT RATE AMONG YOUTH WHO DO NOT ENROLL IN FULL-TIME POST-SECONDARY EDUCATION ACROSS THE FIRST FOUR AND ONE HALF YEARS AFTER HIGH SCHOOL

Variable[a/]	Total (Weighted)	Mean Unemployment Rate[b/]	Standard Deviation	Eta^2	Significance
Sex					
Male	3292	7%	12.4	.01	$p < .001$
Female	3548	10%	18.2		
Race					
Black	622	15%	22.3	.02	$p < .001$
White	5565	8%	14.5		
Hispanic	262	9%	17.7		
Other	372	10%	16.7		
Socioeconomic Status					
Higher	700	7%	12.9	.01	$p < .001$
Middle	3723	8%	14.2		
Lower	2355	11%	18.4		
Region					
Northeast	1615	9%	15.9	.00	$p < .05$
Northcentral	2055	9%	15.3		
South	2086	8%	15.7		
West	1089	10%	16.6		
Ability					
Higher	601	7%	11.5	.00	$p < .01$
Medium	2328	8%	14.5		
Lower	1957	9%	17.0		
Handicapped					
Physically Handicapped	383	11%	18.0	.00	$p < .01$
Not Handicapped	5932	9%	15.5		
Language Spoken at Home					
English	5938	9%	15.7	.00	NS
Other	424	9%	15.9		
Class Rank					
Lower Quartile	1535	9%	16.1	.00	$p < .01$
Middle Two Quartiles	2920	8%	15.4		
Upper Quartile	662	7%	14.1		
Grade Average					
B+ or Better	330	6%	10.6	.00	$p < .001$
C to B	2525	8%	15.5		
Lower than C	2881	10%	16.5		

" See footnotes at the end of table."

Table 2. p. 2

Variable[a/]	Total (Weighted)	Mean Unemployment Rate[b/]	Standard Deviation	Eta^2	Significance
Size of Senior Class					
Less Than 400	4526	9%	16.1	.00	$p < .01$
Greater Than 400	2318	8%	15.0		
Location of High School					
Small Community	3206	9%	16.8	.00	$p < .01$
Medium Size Community	817	8%	14.2		
Large Community	1201	8%	14.0		
Very Large Community	968	8%	15.0		
High School Program					
General	2974	9%	16.3	.00	$p < .01$
Academic	1129	8%	15.4		
Vocational	2734	8%	15.3		
Homework Per Week					
None Assigned	376	11%	18.0	.00	$p < .05$
Assigned, Not Done	437	9%	13.9		
1-4 Hours	2946	8%	14.9		
5-10 Hours	1185	9%	16.0		
More Than 10 Hours	139	8%	14.7		
Tracking in High School					
Tracked Down	2129	9%	16.2	.00	NS
Tracked Up	558	8%	14.7		
Not Tracked	3113	9%	15.4		
Remedial Education					
Remedial Math or English	707	12%	20.2	.00	$p < .001$
No Remedial Education	6135	8%	15.1		
Vocational Education I					
None	1998	9%	16.9	.00	$p < .001$
1-4 Semesters	1948	10%	16.9		
More Than Four Semesters	2898	8%	14.0		
Vocational Education II					
None	6315	9%	16.0	.00	$p < .01$
One or More Semesters	527	7%	13.2		
Number of Persons Dependent on Parents					
0	2885	9%	16.3	.00	NS
1	1132	9%	14.6		
2	1001	8%	15.6		
3	695	8%	14.6		
4	446	9%	16.0		
5	289	9%	15.9		
6	350	10%	17.6		
7	30	11%	13.0		
More Than 7	17	*	*		

" See footnotes at the end of table."

Table 2. p. 3

Variable [a]	Total (Weighted)	Mean Unemployment Rate [b]	Standard Deviation	Eta^2	Significance
Guidance Counseling					
Available and Useful	3757	8%	15.1	.00	$p < .05$
Not Available and/or Useful	3088	9%	16.5		
Participation in Extra-curricular Activities					
Participated	4490	9%	15.7	.00	NS
Did Not Participate	2354	9%	16.0		
Leadership in Extra-curricular Activities					
Leadership Position	1263	7%	13.9	.00	$p < .001$
No Leadership Position	5580	9%	16.2		
Extracurricular Athletics					
No Participation	4098	9%	16.4	.00	$p < .001$
Participation	1898	8%	14.2		
Leadership	326	8%	13.3		
Hours Worked Per Week During Senior Year					
0	1575	12%	19.2	.02	$p < .001$
1-5	516	11%	17.2		
6-10	649	9%	16.3		
11-15	540	9%	16.1		
16-25	1583	7%	13.3		
More Than 25	1513	6%	12.3		
Job in High School					
Useful to Work or Studies	1845	7%	14.2	.00	$p < .001$
Not Useful	4998	9%	16.3		
Job Program Participation					
No Participation	4902	9%	15.7	.00	$p < .001$
Upward Bound	43	10%	15.8		
Cooperative Vocational Education Program	865	8%	13.8		
Neighborhood Youth Corps	367	13%	19.6		
High School Work Study	626	9%	15.8		
Talent Search	41	11%	18.0		
Father's Education Expectations					
High School Graduation or Lower	1139	9%	17.5	.00	NS
Vocational/Technical School	1745	8%	15.2		
2-Year College	615	8%	13.4		
4-Year College or Graduate School	1180	8%	14.5		

" See footnotes at the end of table."

Table 2. p. 4

Variable[a/]	Total (Weighted)	Mean Unemployment Rate[b/]	Standard Deviation	Eta^2	Significance
Mother's Educational Expectations					
High School Graduation or Lower	1102	9%	17.6	.00	NS
Vocational/Technical School	1877	9%	16.0		
2-Year College	674	9%	15.2		
4-Year College or Graduate School	1250	8%	14.0		
Influence of Parents on Plans					
Large Influence	2251	9%	16.7	.00	NS
Less Influence	4593	9%	15.3		
Influence of School Personnel on Plans	1409	9%	16.0	.00	NS
Large Influence	5434	9%	15.7		
Less Influence					
Influence of Friends on Plans					
Large Influence	1683	9%	15.7	.00	NS
Less Influence	5161	9%	15.8		
Influence of Other Adults on Plans					
Large Influence	1670	9%	16.1	.00	NS
Less Influence	5174	9%	15.7		
Peer Plans					
Work or On-Job Training	1903	8%	14.9	.00	NS
Other	4940	9%	16.1		

[a/] The variables used in the analysis are described in Appendix B.

[b/] Rounded to the nearest whole week.

*Cell total too small for accurate measurement.

Using the Automatic Interaction Detection (AID) algorithm,[10] the interactive effects of the social context, personal ability, educational and work experiences and influence of significant others were identified. The analysis of the unemployment rate confirms earlier reports that, for those youth not continuing their education past high school, unemployment rates differ substantially by race and sex. Specifically, Blacks in this sample sustained a much higher rate of unemployment (15%) than did Whites, Hispanics and "Others" who together averaged 8% unemployment. Among Blacks, the women spent a much larger portion of their time in the labor force looking for work, averaging 20% unemployment, more than twice the 9.5% unemployment rate for Black men. In addition, among the group of nonBlack youth (White, Hispanic and "Others"), the number of hours worked during the senior year in high school proved most important: those who worked less than 16 hours per week sustained a much higher post-high school unemployment rate (10%) than those who worked 16 hours per week or more (6%). Although these interactions explained only 3.7% of the variance, no other potential interactions or main effects came even close.

Similar antecedents to the average number of weeks per year of unemployment were identified: Blacks averaged 5 weeks per year of unemployment from 1972 to 1976 compared to the 3 week average for nonBlack youth. Among nonBlacks, those who worked more hours per week during their senior year in high school averaged fewer weeks of unemployment. The antecedents to unemployment rates and average weeks of unemployment differed in only two respects: 1) the differences in unemployment rate between Black males and Black females are not observed when looking at the number of weeks of unemployment, a result of the fact that Black women spend less time on the average in the labor force than Black men; and 2) among the nonBlacks who worked less than 16 hours a week during high school those who did no homework averaged longer periods of unemployment (an average of 6 weeks) than their peers who reported doing at least one hour of homework per week (an average of 3 weeks unemployment per year). The failure of these variables to explain more of the variance in unemployment flies in the face of the commonly-held belief that certain factors such as race and preparation for work are critical in acquiring and maintaining employment (or not being able to).

These findings are, however, not inconsistent with those of other studies. Nolfi and his associates report that the type of high school program, ability, handicapping conditions and deficiencies in English were of relative unimportance in predicting unemployment in October of 1973, the first year after high school, among members of the Class of 1972 who did not intend to continue their education and who were participating in the labor force.[11] Fetters and Malone report that background variables, high school program, high school performance, post-secondary education, and ability explain less than 2% of the variance in the average number of weeks of unemployment in 1975-1976 among members of the Class of 1972 who had not attended college.[12]

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[10] Developed initially by Sonquist, Baker and Morgan, the AID algorithm successively partitions the entire sample into smaller and smaller subgroups, each subgroup characterized by optimal homogeneity on the criterion among its constituents and by a unique set of independent variable characteristics (an interaction) which serve to differentiate the group from all others. This technique and others used in this analysis are described in Appendix C.

[11] Nolfi, George; Fuller, Winship C.; Corazzini, Arthur J.; Epstein, William H.; Freeman, Richard B.; Manski, Charles F.; Nelson, Valerie I.; and Wise, David A. Experiences of Recent High School Graduates (Lexington, Mass: Lexington Books, 1978).

Tables 3 and 4 demonstrate convincingly that differences in the amounts or rate of unemployment experienced by various categories of youth do, in fact, exist. When the average number of weeks of unemployment and the average unemployment rate are divided into ranges, it can be seen that the distribution of unemployment varies significantly[13] despite some similarities in the mean. For example, more than 38% of the Whites in the sample experienced no unemployment whatsoever while only 27% of the Black youth experienced no unemployment during the same period. In the same vein, more than 65% of the Whites experienced less than two weeks average unemployment during the first four years after high school, while only 51% of the Blacks experienced this small an unemployment average. At the other end of the distribution, we find that 8.6% of the Blacks in our working sample averaged 16 or more weeks of unemployment; while only 4.4% of the Whites (only slightly more than half the Black average) experienced this severe level of unemployment.

Race is used for this example because it provides the most striking evidence of clearcut differences among subgroups on levels of unemployment; but, as Table 3 demonstrates, a number of variables--both educational and background--reflect the same pattern to one degree or another. Of those, for example, whose high school class rank stood in the lower quartile, only 34% experienced no unemployment whatsoever during the first 4 years after high school; while of those in the upper quartile, fully 45% experienced no unemployment problem. Conversely, only 3% of this upper quartile group averaged 16 or more weeks of unemployment, in contrast to 6% of the lower quartile group. Table 3 shows similar effects of grade average, homework (with particularly negative outcomes reported by those who reported that homework was assigned, but that they did not do it!), remedial education, and number of hours worked at a job during high school. The same basic picture is painted for the unemployment rate by Table 4.

Extending this method of comparing the distributions of unemployment amoung subgroups of youth using the THAID algorithm,[14] we are able to identify the characteristics of subgroups which show significantly different

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[12] Fetters, William B.; Melone, Frances R. An Examination of the Value of 1972 Tests Scheduled to be Omitted from the HS&B Battery. (Washington, D.C.: The Department of Health, Education & Welfare, Office of the Assistant Secretary for Education, National Center for Education Statistics, December 1978).

[13] Chi-square is the statistic used to detect differences in the distribution of unemployment among categories of the predictor variables.

[14] The THAID program, based on the work of Morgan and Messenger and written and implemented by the Social Research Group, identifies subgroups in the population--each characterized by a specific combination of predictor variables values--which tend to show significantly different distributions on the dependent variable. The technique is described more completely in Appendix C.

Table 3. THE DISTRIBUTION OF AVERAGE WEEKS PER YEAR OF UNEMPLOYMENT AMONG SUBGROUPS OF YOUTH: THE PERCENTAGE OF EACH CATEGORY OF YOUTH IN SIX LEVELS OF AVERAGE WEEKS OF UNEMPLOYMENT

Subgroups a/	Average Weeks of Unemployment 0	0-2	2-4	4-8	8-16	16 and over	Significance
Sex							
Male	36.9	25.3	11.0	11.8	10.0	5.1	$x^2 = 12.9$
Female	37.2	27.9	11.2	10.6	8.5	4.6	$p < .05$
Race							
Black	27.3	23.7	12.3	14.8	13.3	8.6	$x^2 = 83.1$
White	38.3	26.9	10.9	10.8	8.8	4.3	$p < .001$
Hispanic	35.9	29.4	8.2	11.7	10.5	4.3	
Other	35.9	25.1	13.5	10.2	8.5	6.8	
SES							
Low	33.8	26.4	11.5	11.7	10.4	6.3	$x^2 = 41.3$
Medium	38.7	26.3	10.9	11.2	8.8	4.1	$p < .001$
High	39.1	29.3	10.9	9.3	7.6	3.8	
Region							
Northeast	38.4	24.4	10.5	10.7	10.8	5.2	$x^2 = 53.2$
North Central	37.6	25.4	11.5	11.4	9.1	5.0	$p < .001$
South	39.1	28.1	10.3	10.1	8.4	4.0	
West	30.4	29.1	12.7	13.6	8.7	5.5	
Ability							
Low	35.3	27.6	11.1	11.1	8.6	6.2	$x^2 = 27.3$
Medium	37.2	27.1	11.4	11.6	9.3	3.4	$p < .01$
High	35.4	29.0	10.3	11.2	10.6	3.6	
Handicap							
Don't Have	37.3	26.5	11.1	11.1	9.2	4.8	$x^2 = 12.1$
Have	30.4	27.1	11.8	12.2	11.7	6.8	$p < .05$
English							
Not Spoken in Home	40.4	23.2	9.1	10.6	9.6	7.1	$x^2 = 11.1$
Spoken in Home	36.6	26.8	11.3	11.2	9.4	4.7	$p < .05$

"See footnote at the end of table."

Table 3. p. 2.

Subgroups[a]	Average Weeks of Unemployment 0	0-2	2-4	4-8	8-16	16 and over	Significance
Class Rank							
Low	33.8	26.3	11.4	12.4	10.0	6.1	$x^2 = 46.6$
Medium	36.5	27.8	11.1	11.6	8.9	4.1	$p < .001$
High	44.6	26.6	10.6	9.1	6.2	2.9	
Grade Average							
B+ or Higher	44.4	27.0	11.9	10.2	5.2	1.4	$x^2 = 66.7$
C to B	39.3	27.9	10.6	10.4	7.9	3.8	$p < .001$
Lower than C	33.4	26.4	11.5	12.6	10.3	5.8	
Senior Class Size							
Less Than 400	37.8	25.0	11.1	11.3	10.0	4.8	$x^2 = 26.9$
400 or More	35.8	29.8	11.0	11.0	7.7	4.8	$p < .001$
High School Location							
Small Community	36.8	26.2	11.2	11.0	10.0	5.0	NS
Medium Community	35.4	27.7	10.5	13.4	8.3	4.8	
Large Community	36.5	28.3	11.7	10.8	8.2	4.5	
Very Large Community	36.4	28.1	11.5	11.1	8.3	4.5	
High School Program							
General	34.1	27.6	11.6	12.0	9.9	4.8	$x^2 = 28.2$
Academic	38.2	25.1	11.4	10.8	9.6	4.9	$p < .01$
Vocational	39.9	26.2	10.3	10.5	8.3	4.8	
Homework							
None Assigned	34.3	23.5	12.0	10.2	11.7	8.3	$x^2 = 52.9$
Have But Don't Do	30.7	24.9	11.2	15.2	11.3	6.7	$p < .001$
Less Than 5 Hours/Week	36.7	28.5	10.4	11.2	8.7	4.5	
5 to 10 Hours/Week	37.7	27.2	12.5	11.0	8.1	3.5	
More Than 10 Hours/Week	42.1	21.4	12.9	12.1	7.9	3.7	

Table 3. p. 3.

	Average Weeks of Unemployment						
Subgroups[a]	0	0-2	2-4	4-8	8-16	16 and over	Significance
Track							
Tracked Down	35.2	28.0	11.3	11.7	8.7	5.0	NS
Tracked Up	39.1	27.3	11.7	8.5	9.2	4.2	
Not Tracked	37.9	27.1	10.5	10.6	9.2	4.8	
Remedial Education							
Did Not Take	38.0	26.3	10.9	11.0	9.3	4.5	$x^2 = 29.6$
Did Take	29.6	28.8	12.7	12.8	8.9	7.2	$p < .001$
Vocational Education							
No Vocational Education	37.4	24.5	11.1	11.4	9.9	5.7	NS
4 Semesters or Less	35.6	28.0	11.3	11.1	9.3	4.8	
More Than 4 Semesters	37.9	27.1	10.9	11.1	8.7	4.2	
Vocational Education							
Did Not Take Agricultural	36.7	26.8	11.2	11.3	9.3	4.8	NS
Took Agricultural	42.4	24.7	10.0	9.7	8.1	5.1	
Dependent on Parents							
0 People	38.7	25.3	11.0	10.3	9.4	5.4	$x^2 = 93.9$
1 "	33.7	27.4	12.5	12.8	10.0	3.6	$p < .001$
2 "	37.8	27.2	12.3	11.0	6.8	4.9	
3 "	37.5	29.3	10.1	11.2	8.9	3.1	
4 "	35.8	27.8	9.5	12.0	10.9	4.0	
5 "	35.9	27.8	8.7	11.2	10.1	6.3	
6 "	34.9	26.2	10.2	12.6	9.8	6.4	
7 or more	*	*	*	*	*	*	
Guidance Counselor							
Not Available or Useful	37.9	25.8	10.9	10.6	9.6	5.2	NS
Available and Useful	36.4	27.3	11.2	11.7	8.9	4.5	

[a] "See footnote at the end of table."

Table 3. p. 4

Subgroups[a/]	0	0-2	2-4	4-8	8-16	16 and over	Significance
	Average Weeks of Unemployment						
Extracurricular Participation							
Did Not Participate	35.7	26.1	11.6	11.9	9.5	5.2	NS
Participated	37.8	26.9	10.8	9.1	3.6	4.6	
Extracurricular Leadership							
Was Not Leader	36.3	26.3	11.4	11.6	9.4	5.0	$x^2 = 20.6$
Leader	40.7	28.2	9.5	9.2	8.5	3.9	$p < .01$
Athlete							
Did Not Participate	35.8	26.8	11.5	11.3	9.9	4.7	NS
Did Participate	38.8	26.7	10.7	10.5	8.1	5.3	
Was Leader	38.3	24.4	10.4	12.7	10.5	3.7	
Job in High School							
Did Not Work	33.2	25.9	11.6	11.9	10.8	6.6	$x^2 = 93.8$
Worked Less Than 6 Hours	30.6	24.6	12.5	14.7	11.7	5.9	$p < .001$
Worked 6 to 10 Hours	36.8	26.2	9.4	12.0	9.8	5.7	
Worked 11 to 15 Hours	38.3	21.9	13.1	12.8	9.2	4.8	
Worked 16 to 25 Hours	40.0	27.1	9.9	9.6	9.1	4.1	
Worked More Than 25 Hours	38.9	29.5	11.4	9.6	7.3	3.3	
Job Useful for Future Employment							
Not Useful	35.6	26.8	11.3	11.4	9.7	5.2	$x^2 = 26.0$
Useful	41.2	26.2	10.4	10.5	8.0	3.8	$p < .001$
Job Program							
Did Not Participate	38.1	25.8	11.2	11.1	9.1	4.7	$x^2 = 52.5$
Upward Bound	44.7	22.5	8.1	3.8	16.0	4.8	$p < .01$
Cooperative Voc. Ed.	36.2	29.8	9.8	11.3	8.4	4.4	
Neighborhood Youth Corps	28.2	23.8	15.1	13.1	12.9	6.8	
High School Work Study	35.5	30.6	9.6	10.6	8.4	5.3	
Talent Search	33.1	20.2	12.4	17.8	12.2	4.3	

Table 3. p. 5.

	Average Weeks of Unemployment						
Subgroups[a]	0	0-2	2-4	4-8	8-16	16 and over	Significance
Father's Expectations							
Graduate H.S. or Less	40.9	25.9	9.1	9.7	8.6	5.8	$x^2 = 32.6$
Voc. Ed. or Tech. School	36.0	26.8	12.7	11.0	9.6	3.9	$p < .01$
2 Year or Community Coll.	38.1	24.3	9.6	11.8	11.3	4.9	
4 Year College or More	36.4	27.3	10.3	11.2	10.9	4.0	
Mother's Expectations							
Graduate H.S. or Less	42.3	24.5	9.1	10.4	8.6	5.1	$x^2 = 31.0$
Voc. Ed. or Tech. School	35.6	27.1	11.7	10.8	10.6	4.3	$p < .01$
2 Year or Community Coll.	35.2	25.6	11.0	11.9	10.3	6.0	
4 Year College or More	35.3	26.9	12.0	11.9	9.8	4.1	
Parents' Influence							
Not Influenced	36.4	26.8	11.1	11.5	9.5	4.7	NS
Influenced	38.4	26.3	11.0	10.5	8.6	5.2	
Friends' Influence							
Not Influenced	37.4	26.3	11.1	10.9	9.5	4.8	NS
Influenced	36.2	27.5	11.1	11.9	8.3	4.9	
School Personnel Influence							
Not Influenced	37.7	26.4	11.1	11.2	9.0	4.6	NS
Influenced	34.7	27.5	11.0	11.0	10.2	5.7	
Other Adult Influence							
Not Influenced	37.5	26.2	11.2	11.1	9.3	4.8	NS
Influenced	35.9	27.8	10.8	11.5	9.1	4.9	
Peer Plans							
Other Plans	36.4	27.1	11.4	11.1	9.2	4.8	NS
Plan to Work	38.8	25.4	10.2	11.4	9.3	4.9	

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[a] The variables used in the analysis are described in Appendix B.

* Cell total too small for accurate measurement.

Table 4. THE DISTRIBUTION OF UNEMPLOYMENT RATES AMONG SUBGROUPS OF YOUTH: THE PERCENTAGE OF EACH CATEGORY OF YOUTH IN SIX LEVELS OF UNEMPLOYMENT RATES

	Average Unemployment Rate							
Subgroups[a]	0	0-5%	5-10%	10-15%	15-20%	20-30%	20% or more	Significance
Sex								
Male	40.4	25.1	11.1	7.2	4.4	5.2	6.6	$x^2 = 37.2$
Female	38.1	23.4	10.6	6.8	4.2	6.5	10.3	$p < .001$
Race								
Black	29.3	19.9	12.0	7.1	6.0	8.7	17.1	$x^2 = 110.3$
White	40.5	24.8	10.5	7.0	4.1	5.6	7.5	$p < .001$
Hispanic	38.3	26.1	9.1	7.5	4.4	6.7	7.8	
Other	36.6	22.2	14.2	5.9	5.0	5.0	11.1	
SES								
Low	35.3	23.7	10.4	7.0	4.7	6.9	12.1	$x^2 = 77.4$
Medium	41.2	24.4	11.1	7.0	4.0	5.3	7.0	$p < .001$
High	41.2	25.6	11.4	6.7	4.3	5.5	5.2	
Region								
Northeast	41.1	22.5	10.9	6.7	4.5	6.6	7.7	$x^2 = 54.8$
North Central	39.5	23.5	10.5	7.3	4.9	5.5	8.8	$p < .001$
South	41.9	24.4	10.3	6.5	3.8	4.9	8.2	
West	31.0	27.8	12.4	7.7	3.8	7.3	10.0	
Ability								
Low	37.5	24.7	11.3	6.6	4.6	5.7	9.5	$x^2 = 23.9$
Medium	39.3	24.8	11.8	6.7	4.7	5.6	7.2	$p < .05$
High	35.7	28.5	9.4	8.0	5.1	7.6	5.7	
Handicap								
Don't Have	39.6	24.2	10.9	6.7	4.4	5.9	8.4	$x^2 = 13.7$
Have	32.7	23.1	12.8	9.7	4.6	5.8	11.2	$p < .05$
English								
Not Spoken in Home	42.9	22.4	8.7	7.2	4.4	5.2	9.2	NS
Spoken in Home	38.8	24.3	11.1	6.9	4.4	5.9	8.5	

Table 4. p. 2.

Subgroups[a/]	Average Unemployment Rate 0	0-5%	5-10%	10-15%	15-20%	20-30%	20% or more	Significance
Class Rank								
Low	35.8	23.5	12.4	8.1	4.7	6.0	9.5	$x^2 = 34.9$
Medium	38.3	25.9	10.6	6.9	4.4	5.8	8.0	$p < .001$
High	46.1	23.9	9.7	5.6	3.5	5.6	5.6	
Grade Average								
B+ or Higher	46.0	25.5	11.4	4.3	3.7	4.5	4.7	$x^2 = 47.4$
C to B	41.1	25.4	10.1	6.2	4.1	5.6	7.4	$p < .001$
Lower than C	35.5	24.3	11.2	8.0	4.7	6.6	9.8	
Senior Class Size								
Less Than 400	39.9	22.8	10.3	6.9	4.4	6.6	9.1	$x^2 = 33.4$
400 or More	38.0	27.0	11.8	7.1	4.1	4.5	7.4	$p < .001$
High School Location								
Small Community	38.7	23.4	10.4	7.0	4.6	6.5	9.4	NS
Medium Community	37.1	25.4	11.6	7.9	4.0	6.2	7.9	
Large Community	38.7	26.3	11.2	7.2	4.5	5.3	6.8	
Very Large Community	38.7	25.1	12.5	6.9	4.4	4.8	7.6	
High School Program								
General	35.8	24.9	11.1	7.7	5.2	6.2	9.1	$x^2 = 42.2$
Academic	40.7	23.3	11.7	6.2	4.0	6.8	7.4	$p < .001$
Vocational	42.4	23.9	10.2	6.5	3.5	5.1	8.5	
Homework								
None Assigned	35.2	23.8	10.2	7.8	3.8	7.1	12.1	NS
Have But Don't Do	33.1	24.5	11.1	10.3	5.1	6.9	9.0	
Less Than 5 Hours/Week	38.8	25.6	11.4	6.9	4.6	5.1	7.5	
5 to 10 Hours/Week	39.6	24.5	11.4	5.5	4.4	6.8	7.8	
More Than 10 Hours/Week	43.6	20.2	11.0	6.8	4.4	5.7	8.4	

"See footnote at the end of table."

Table 4. p. 3.

Subgroups[a]	Average Unemployment Rate 0	0-5%	5-10%	10-15%	15-20%	20-30%	20% or more	Significance
Track								
Tracked Down	37.1	25.7	11.8	7.2	3.9	5.9	8.5	NS
Tracked Up	40.1	25.8	9.1	7.6	3.7	6.3	7.3	
Not Tracked	40.0	24.1	10.7	6.4	4.6	5.5	8.7	
Remedial Education								
Did Not Take	40.3	24.1	10.6	7.1	4.2	5.8	8.0	$x^2 = 46.6$
Did Take	30.3	25.6	13.1	5.8	5.2	6.4	13.5	$p < .001$
Vocational Education								
No Vocational Education	39.9	22.1	11.0	7.2	4.3	6.2	9.3	$x^2 = 28.3$
4 Semesters or Less	37.1	24.8	11.0	6.5	5.1	5.6	10.0	$p < .001$
More Than 4 Semesters	40.2	25.3	10.6	7.2	3.7	5.9	7.1	
Vocational Education								
Did Not Take Agricultural	38.7	24.3	10.8	7.1	4.3	6.0	8.7	$x^2 = 14.0$
Took Agricultural	45.9	23.1	10.5	5.6	4.2	4.0	6.8	$p < .05$
Dependent on Parents								
0 People	41.0	22.8	10.0	7.3	3.7	6.0	9.2	NS
1 "	35.1	26.0	12.1	7.3	6.0	6.4	7.1	
2 "	39.9	25.8	11.3	5.7	4.1	4.4	8.8	
3 "	39.6	25.3	11.8	6.5	4.1	5.9	6.7	
4 "	39.1	23.6	11.6	8.5	2.6	6.1	8.5	
5 "	38.2	25.7	9.8	6.6	6.0	4.3	9.5	
6 "	36.8	22.8	10.8	7.0	5.0	7.9	9.6	
7 or more	*	*	*	*	*	*	*	
Guidance Counselor								
Not Available or Useful	40.3	23.1	10.0	7.0	3.9	6.0	9.7	$x^2 = 18.7$
Available and Useful	38.5	25.1	11.5	7.0	4.6	5.8	7.6	$p < .01$

Table 4. p. 4

Subgroups[a]	Average Unemployment Rate							Significance
	0	0-5%	5-10%	10-15%	15-20%	20-30%	20% or more	
Extracurricular Participation								
Did Not Participate	37.6	25.2	10.8	7.5	4.6	6.0	8.2	NS
Participated	40.1	23.7	10.8	6.7	4.1	5.8	8.7	
Extracurricular Leadership								
Was Not Leader	38.4	23.9	11.1	7.3	4.3	5.9	9.1	$x^2 = 23.5$
Leader	43.1	25.5	9.6	5.6	4.4	5.6	6.2	$p < .001$
Athlete								
Did Not Participate	37.6	23.8	11.6	6.9	4.6	6.4	9.1	$x^2 = 31.7$
Did Participate	41.5	25.5	9.9	7.0	4.1	4.3	7.7	$p < .01$
Was Leader	41.4	23.2	11.3	6.3	4.3	8.3	5.3	
Job in High School								
Did Not Work	33.8	22.2	12.0	7.0	5.8	7.2	12.0	$x^2 = 159.4$
Worked Less Than 6 Hours	32.1	21.3	12.5	8.8	5.2	8.6	11.6	$p < .001$
Worked 6 to 10 Hours	38.5	24.4	8.3	6.5	5.0	7.7	9.5	
Worked 11 to 15 Hours	41.1	21.1	11.3	9.8	2.3	4.5	10.0	
Worked 16 to 25 Hours	43.4	25.0	10.8	6.4	3.3	4.3	6.8	
Worked More Than 25 Hours	41.5	27.7	10.6	5.9	4.1	4.9	5.2	
Job Useful for Future Employment								
Not Useful	37.6	24.4	10.8	7.2	4.3	6.4	9.4	$x^2 = 36.3$
Useful	43.7	23.9	11.0	6.3	4.2	4.6	6.3	$p < .001$
Job Program								
Did Not Participate	40.3	23.9	10.6	7.0	4.2	5.8	8.3	$x^2 = 63.3$
Upward Bound	48.3	18.7	3.5	3.0	4.1	10.9	11.4	$p < .001$
Cooperative Voc. Ed.	37.9	27.9	10.8	6.3	5.2	4.4	7.4	
Neighborhood Youth Corps	29.1	21.9	14.2	7.0	5.8	9.8	12.1	
High School Work Study	38.4	24.2	10.9	8.2	2.8	5.8	9.7	
Talent Search	35.9	14.9	19.2	10.5	3.3	7.6	8.6	

"See footnote at the end of table."

Table 4. p. 5

Subgroups[a]				Average Unemployment Rate				
	0	0-5%	5-10%	10-15%	15-20%	20-30%	20% or more	Significance
Father's Expectations								
Graduate H.S. or Less	43.2	22.5	8.6	7.2	4.2	4.2	10.1	$x^2 = 42.1$
Voc. Ed. or Tech. School	38.1	26.0	11.4	7.1	4.2	5.6	7.5	$p < .01$
2 Year or Community Coll.	40.3	22.8	10.3	6.8	5.9	7.0	6.8	
4 Year College or More	38.9	24.7	11.6	5.4	4.4	7.5	7.5	
Mother's Expectations								
Graduate H.S. or Less	44.3	20.7	9.1	7.7	4.2	4.8	9.1	$x^2 = 41.5$
Voc. Ed. or Tech. School	37.5	25.5	10.6	7.1	3.9	6.7	8.7	$p < .01$
2 Year or Community Coll.	37.9	24.6	9.8	6.6	5.5	6.7	8.9	
4 Year College or More	37.5	24.1	13.6	6.5	4.1	6.8	7.3	
Parents' Influence								
Not Influenced	38.6	25.0	10.5	7.3	4.2	6.1	8.3	NS
Influenced	40.6	22.7	11.5	6.4	4.4	5.4	9.0	
Friends' Influence								
Not Influenced	39.4	24.2	10.6	7.2	4.1	6.0	8.5	NS
Influenced	38.7	24.2	11.5	6.4	4.8	5.6	8.8	
School Personnel Influence								
Not Influenced	39.8	24.1	10.5	7.2	4.3	5.9	8.3	NS
Influenced	37.0	24.9	12.1	6.2	4.4	5.9	9.5	
Other Adult Influence								
Not Influenced	39.6	24.2	10.4	7.1	4.1	6.1	8.5	NS
Influenced	38.1	24.4	12.0	6.7	4.8	5.3	8.7	
Peer Plans								
Other Plans	38.3	24.3	11.2	7.3	4.2	6.0	8.8	NS
Plan to Work	41.8	24.0	9.7	6.3	4.7	5.6	7.9	

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[a]/The variables used in the analysis are described in Appendix B.

distributions on unemployment. For this phase of the analysis, unemployment was recoded into six categories:

- No unemployment at all during the four post-secondary years (37% of the sample);
- Between 0 and 2 weeks (average per year) unemployment (27% of the sample);
- Between 2 and 4 weeks average unemployment (11% of the sample);
- Between 4 and 8 weeks average unemployment (11% of the sample);
- Between 8 and 16 weeks average unemployment (9% of the sample);
- More than 16 weeks average unemployment (5% of the sample).

Not surprisingly, the first finding of the THAID analysis was that Blacks are remarkably different from all others (grouped together) in distribution of unemployment. We have noted this difference earlier in this report. What perhaps is most remarkable about this difference is its magnitude; where a statistically significant (at the .01 level) value of chi-square (with 6 degrees of freedom) is 16.8, here we are seeing a chi-square value of 70.7--significant at the 0.000001 level! As is clear from Table 3, the Blacks are far more concentrated at the upper end of the distribution than the nonBlacks. Within the Black subgroup, no other variable--not even gender--showed such remarkably disparate distributions between its categories.

Among the nonBlacks, however, the chi-square analysis continued to show significant findings. The most important factor among nonBlacks was the amount of homework assigned/completed in high school (chi-square=39.2), with 66% of those completing more than 10 hours of homework experiencing 2 weeks or less average unemployment, versus 57% of those assigned less homework. At the other end of the distribution, only 12% of those completing more than 10 hours of homework averaged more than 8 weeks of unemployment, while 19% (more than 1.5 times as many) of those completing less experienced this severe level. Interestingly, the number of hours worked in the senior year of high school becomes of primary importance only among those nonBlacks who either were assigned no homework, or who reported not doing the homework they were assigned. Among this group, job experience was tremendously important (chi-square=32.6), with 60% of those working at a job in high school 16 hours or more experiencing less than 2 weeks average unemployment, but only 43% of those working less than 16 hours experiencing this small a problem. Conversely, of the group working 16 hours a week or more only 15% averaged more than 8 weeks of unemployment, as contrasted with 36% (more than twice as much) of their peers with less work experience. Thus, differences in the distribution of unemployment relate to both job experience and homework.

While the chi-square THAID analysis on mean weeks of unemployment per year reflected roughly the same results as the AID analysis described earlier, the chi-square analysis on unemployment rate produced a number of interesting results. For this analysis, unemployment rate was grouped into seven categories:

- Zero (39% of the sample)
- 0^+ - 5% (24% of the sample)
- 5 - 10% (11% of the sample)
- 10 - 15% (7% of the sample)
- 15 - 20% (4% of the sample)
- 20 - 30% (6% of the sample)
- 30% and above (9% of the sample)

When looking at unemployment rate the number of weeks at a job in high school becomes quite important (chi-square=110.6). Of those employed in high school 10 hours or less, only 58% averaged an unemployment rate of 5% or less, compared with 67% of their colleagues with more work experience. Conversely, 11% of those with little work experience (as opposed to only 7% of those with more) averaged an unemployment rate of 30% or higher. Virtually independently of the effects of work experience during high school, the distribution of unemployment among Blacks differs from nonBlacks.

While none of the other variables distinguished unemployment distributions among Blacks, a number of factors appear related to unemployment among nonBlacks, including maternal educational expectations, leadership in extracurricular activities, and region of the country:

- For nonBlacks with more than 16 hours a week work during high school those whose mothers expected them to go no further than high school were spread across all categories of unemployment while those whose mothers held higher educational expectations tended to concentrate in moderately low levels of unemployment.
- Among those reporting high maternal educational expectations, those who held leadership roles in extracurricular activities showed a significant tendency to cluster in lower levels of unemployment in contrast to the dispersion observed in the distribution of unemployment among nonleaders.
- Among nonBlack youth who worked less than 16 hours a week in high school, the proportion in the higher categories of unemployment was larger among those who lived in the Northcentral and Western regions of the country than among those in the Northeast and Southern regions.

In summary, then, we see that--regression estimates notwithstanding--there are a large number of very significant differences on unemployment among youth who do not continue their education after high school completion. The effects of the two most important factors, race and job experience, can be seen in Table 5. In addition, several less powerful, but nevertheless salient, characteristics are related to unemployment, namely maternal expectations, leadership in extracurricular activities, homework, class rank, and region.

Table 5. AVERAGE UNEMPLOYMENT RATE AMONG SUBGROUPS OF YOUTH BY HOURS WORKED PER WEEK DURING THE SENIOR YEAR IN HIGH SCHOOL

Group of Youth	Hours Worked Per Week					
	0	1-5	6-10	11-15	16-25	25 or More
Total	12%	11%	9%	9%	7%	6%
Black	16%	16%	13%	14%	12%	12%
Hispanic	15%	12%	10%	6%	7%	5%
White	10%	10%	9%	9%	7%	6%
Male	11%	9%	9%	9%	7%	6%
Female	13%	13%	11%	10%	8%	9%

CHAPTER V: UNEMPLOYMENT AMONG SUBGROUPS OF YOUTH: BLACKS, HISPANICS, MEN AND WOMEN

The analysis presented in Chapter IV of unemployment across the first four years after high school revealed that different unemployment experiences characterized particular subgroups of youth who do not continue their full-time education beyond high school. In this chapter we focus specifically on four of these subgroups--Blacks, Hispanics, males and females--looking at unemployment as a function of the unique background and educational environment that characterize these groups. Using as our measures of unemployment both the average number of weeks per year of unemployment and the average unemployment rate from 1972 to 1976, we again seek to identify the antecedents to unemployment associated with family background, personal abilities, high school and work experiences and the influence of significant others.[1] To further comparability, the analysis techniques employed for these subsample analyses are the same AID/multiple regression technique described earlier.[2]

Unemployment Among Black Youth

Approximately 9% of the Class of 1972 not pursuing full-time post-secondary education is Black.[3] Of these, 52% are women; the overwhelming majority are of lower (68%) or middle (28%) socioeconomic status; over 65% went to high school in the south; 65% graduated with 400 or more peers; 74% participated in some form of high school extracurricular activity (28% in a leadership capacity); and 41% participated in some form of extracurricular athletics while in high school.

As discussed in the previous chapter, one of the most salient characteristics of Blacks vis-a-vis their unemployment experience (in terms of both weeks of unemployment and unemployment rate) is gender; Black women consistently report greater amounts of unemployment than do Black men. Indeed, in this portion of the Class of 1976 Black women averaged 6 weeks of unemployment per year from 1972 to 1976 while Black men averaged 4 weeks. Interestingly, gender among Blacks is far more important once labor force participation has been accounted for (i.e., using the unemployment rate) than when assessing number of weeks of unemployed-and-looking. The average unemployment rate measure for Black women is 20%--more than twice the average rate of 9% for Black men. That this discrepancy should be magnified by the use of the rate comes as no real surprise, since Black women typically experience lower rates of labor force participation than do Black men, but spend a greater portion of their time in the labor force looking for work. Over 5% of the variation in the unemployment rate among Black youth after high school appears to be related to gender.

Among the 334 Black women not going on to full-time post-secondary education several strong differences emerge in the analysis of their unemployment rate. The urban/rural setting of the high school is, for example, related to post high school unemployment. Those 187 Black women going to high school in a small community experienced

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[1] A description of all variables used in the analysis is provided in Appendix B.

[2] The analysis techniques are discussed in the Technical Note (Appendix C).

[3] Based on weighted number of cases.

Table 1. WEEKS OF UNEMPLOYMENT AMONG BLACK YOUTH BY BACKGROUND, PERSONAL CHARACTERISTICS, EDUCATIONAL EXPERIENCES, AND INFLUENCE OF OTHERS

Variable[a/]	Total (Weighted)	Weeks of Unemployment[b/]	Standard Deviation	Eta^2	Significance
Sex					
Male	337	4	6.6	.01	$p<.01$
Female	372	6	8.4		
Socioeconomic Status					
Higher	18	*	*	.00	NS
Middle	196	5	7.7		
Lower	481	5	7.8		
Region					
Northeast	111	5	7.1	.00	NS
Northcentral	107	6	8.2		
South	462	5	7.7		
West	29	6	7.3		
Ability					
Higher	3	*	*	.00	NS
Medium	92	5	8.1		
Lower	355	5	7.7		
Handicapped					
Physically Handicapped	73	7	9.6	.00	$p<.05$
Not Handicapped	580	5	7.5		
Language Spoken at Home					
English	623	5	7.5	.00	NS
Other	37	7	11.7		
Class Rank					
Lower Quartile	163	5	6.9	.00	NS
Middle Two Quartiles	237	5	7.8		
Upper Quartile	38	6	9.9		
Grade Average					
B+ or Better	20	3	4.9	.00	NS
C to B	180	5	8.2		
Lower than C	335	5	7.5		

" See footnotes at the end of table."

Table 1. p. 2

Variable [a]	Total (Weighted)	Weeks of Unemployment [b]	Standard Deviation	Eta^2	Significance
Size of Senior Class					
Less Than 400	462	5	7.8	.00	NS
Greater Than 400	247	5	7.4		
Location of High School					
Small Community	264	6	8.4	.01	NS
Medium Size Community	92	5	7.1		
Large Community	116	4	6.6		
Very Large Community	165	6	8.2		
High School Program					
General	299	5	7.0	.00	NS
Academic	117	5	7.8		
Vocational	290	6	8.3		
Homework Per Week					
None Assigned	19	*	*	.01	NS
Assigned, Not Done	26	*	*		
1-4 Hours	260	5	7.6		
5-10 Hours	160	5	7.4		
More Than 10 Hours	16	*	*		
Tracking in High School					
Tracked Down	258	5	8.0	.00	NS
Tracked Up	32	5	7.1		
Not Tracked	305	6	7.8		
Remedial Education					
Remedial Math or English	139	5	7.7	.00	NS
No Remedial Education	570	5	7.7		
Vocational Education I					
None	261	5	7.5	.00	NS
1-4 Semesters	221	5	8.2		
More Than Four Semesters	227	5	7.3		
Vocational Education II					
None	638	5	7.7	.00	NS
One or More Semesters	71	4	7.5		
Number of Persons Dependent on Parents					
0	338	6	7.8	.01	NS
1	70	5	7.0		
2	62	4	5.6		
3	60	6	8.7		
4	58	4	7.0		
5	38	5	8.2		
6	66	6	9.3		
7	9	*	*		
More Than 7	6	*	*		

" See footnotes at the end of table."

Table 1. p. 3

Variable[a]	Total (Weighted)	Weeks of Unemployment[b]	Standard Deviation	Eta^2	Significance
Guidance Counseling					
Available and Useful	372	5	7.4	.00	NS
Not Available and/or Useful	337	6	7.9		
Participation in Extracurricular Activities					
Participated	526	5	7.8	.00	NS
Did Not Participate	183	5	7.5		
Leadership in Extracurricular Activities					
Leadership Position	126	5	8.0	.00	NS
No Leadership Position	583	5	7.6		
Extracurricular Athletics					
No Participation	359	5	7.3	.00	NS
Participation	249	5	7.8		
Leadership	39	6	8.9		
Hours Worked Per Week During Senior Year					
0	252	6	8.0	.01	NS
1-5	82	5	7.1		
6-10	78	4	7.4		
11-15	43	6	9.1		
16-25	107	5	7.2		
More Than 25	100	5	7.7		
Job in High School					
Useful to Work or Studies	155	5	7.6	.00	NS
Not Useful	554	5	7.7		
Job Program Participation					
No Participation	409	5	7.7	.01	NS
Upward Bound	13	*	*		
Cooperative Vocational Education Program	84	6	8.7		
Neighborhood Youth Corps	131	5	7.1		
High School Work Study	59	4	6.7		
Talent Search	12	*	*		
Father's Education Expectations					
High School Graduation or Lower	69	7	9.8	.01	NS
Vocational/Technical School	122	5	7.1		
2-Year College	46	5	7.5		
4-Year College or Graduate School	148	5	7.2		

" See footnotes at the end of table."

Table 1. p. 4

Variable[a/]	Total (Weighted)	Weeks of Unemployment[b/]	Standard Deviation	Eta^2	Significance
Mother's Educational Expectations					
High School Graduation or Lower	89	7	9.7	.01	NS
Vocational/Technical School	145	6	8.3		
2-Year College	57	7	9.5		
4-Year College or Graduate School	174	5	6.7		
Influence of Parents on Plans					
Large Influence	334	5	8.0	.00	NS
Less Influence	375	5	7.4		
Influence of School Personnel on Plans					
Large Influence	237	5	7.3	.00	NS
Less Influence	472	5	7.9		
Influence of Friends on Plans					
Large Influence	199	5	7.5	.00	NS
Less Influence	510	5	7.7		
Influence of Other Adults on Plans					
Large Influence	247	5	7.3	.00	NS
Less Influence	462	5	7.9		
Peer Plans					
Work or On-Job Training	129	5	7.3	.00	NS
Other	580	5	7.8		

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a/The variables used in the analysis are described in Appendix B.

b/Rounded to the nearest whole week.

* Cell total too small for accurate measurement.

Table 2. UNEMPLOYMENT RATE AMONG BLACK YOUTH BY BACKGROUND, PERSONAL CHARACTERISTICS, EDUCATIONAL EXPERIENCES AND INFLUENCE OF OTHERS

Variable[a/]	Total (Weighted)	Rate of Unemployment	Standard Deviation	Eta^2	Significance
Sex					
Male	310	9%	14.9	.05	$p < .001$
Female	334	20%	26.3		
Socioeconomic Status					
Higher	18	*	*	.01	$p < .01$
Middle	178	12%	19.9		
Lower	437	16%	22.7		
Region					
Northeast	100	14%	20.4	.00	NS
Northcentral	95	15%	20.6		
South	424	15%	23.3		
West	26	*			
Ability					
Higher	3	*		.01	NS
Medium	84	11%	18.4		
Lower	325	14%	21.8		
Handicapped					
Physically Handicapped	61	19%	25.5	.01	NS
Not Handicapped	534	14%	21.0		
Language Spoken at Home					
English	563	14%	21.3	.00	NS
Other	36	17%	26.9		
Class Rank					
Lower Quartile	36	17%	24.9	.00	NS
Middle Two Quartiles	227	13%	20.3		
Upper Quartile	145	14%	23.3		
Grade Average					
B+ or Better	19	*		.01	NS
C to B	169	15%	22.2		
Lower than C	310	14%	21.9		

" See footnote at the end of table."

Table 2. p. 2

Variable[a]	Total (Weighted)	Rate of Unemployment	Standard Deviation	Eta^2	Significance
Size of Senior Class					
Less Than 400	419	16%	22.9	.00	NS
Greater Than 400	225	13%	20.6		
Location of High School					
Small Community	247	17%	25.6	.01	NS
Medium Size Community	81	14%	17.0		
Large Community	107	12%	20.4		
Very Large Community	148	14%	20.8		
High School Program					
General	271	15%	21.2	.00	NS
Academic	107	14%	23.1		
Vocational	263	15%	22.8		
Homework Per Week					
None Assigned	18	*		.01	NS
Assigned, Not Done	26	*			
1-4 Hours	234	12%	19.9		
5-10 Hours	149	14%	22.5		
More Than 10 Hours	14	*			
Tracking in High School					
Tracked Down	233	14%	23.0	.00	NS
Tracked Up	28	*			
Not Tracked	285	16%	22.0		
Remedial Education					
Remedial Math or English	126	16%	23.5	.00	NS
No Remedial Education	518	14%	21.8		
Vocational Education I					
None	235	15%	21.8	.01	NS
1-4 Semesters	200	17%	25.7		
More Than Four Semesters	209	13%	18.5		
Vocational Education II					
None	579	15%	22.7	.01	p ∠ .05
One or More Semesters	65	9%	15.3		
Number of Persons Dependent on Parents					
0	303	17%	24.0	.01	NS
1	64	14%	19.8		
2	58	12%	19.2		
3	54	17%	25.9		
4	58	11%	17.6		
5	32	11%	19.5		
6	60	13%	20.9		
7	9	*			
More Than 7	7	*			

" See footnote at the end of table."

Table 2. p. 3

Variable[a/]	Total (Weighted)	Rate of Unemployment	Standard Deviation	Eta^2	Significance
Guidance Counseling					
Available and Useful	341	13%	20.8	.01	$p < .05$
Not Available and/or Useful	303	17%	23.4		
Participation in Extra-curricular Activities					
Participated	475	14%	21.2	.00	NS
Did Not Participate	169	16%	24.6		
Leadership in Extra-curricular Activities					
Leadership Position	116	13%	20.3	.00	NS
No Leadership Position	528	15%	22.5		
Extracurricular Athletics					
No Participation	323	16%	22.2	.01	NS
Participation	228	12%	19.3		
Leadership	35	15%	22.8		
Hours Worked Per Week During Senior Year					
0	228	17%	22.6	.01	NS
1-5	73	16%	21.9		
6-10	72	13%	21.4		
11-15	36	14%	23.3		
16-25	102	12%	20.7		
More Than 25	90	12%	18.7		
Job in High School					
Useful to Work or Studies	141	15%	23.1	.00	NS
Not Useful	503	15%	21.9		
Job Program Participation					
No Participation	371	15%	22.9	.00	NS
Upward Bound	12	*			
Cooperative Vocational Education Program	76	16%	21.9		
Neighborhood Youth Corps	119	15%	21.1		
High School Work Study	56	13%	20.0		
Talent Search	10	*			
Father's Education Expectations					
High School Graduation or Lower	59	22%	27.4	.03	$p < .05$
Vocational/Technical School	110	15%	23.4		
2-Year College	42	13%	20.2		
4-Year College or Graduate School	134	12%	18.1		

" See footnote at the end of table."

Table 2. p. 4

Variable[a]	Total (Weighted)	Rate of Unemployment	Standard Deviation	Eta^2	Significance
Mother's Educational Expectations					
High School Graduation or Lower	80	20%	26.4	.01	NS
Vocational/Technical School	127	16%	24.5		
2-Year College	50	19%	24.5		
4-Year College or Graduate School	162	13%	19.1		
Influence of Parents on Plans					
Large Influence	305	15%	22.2	.00	NS
Less Influence	339	15%	22.1		
Influence of School Personnel on Plans					
Large Influence	216	14%	20.9	.00	NS
Less Influence	429	15%	22.8		
Influence of Friends on Plans					
Large Influence	180	13%	21.6	.00	NS
Less Influence	464	15%	22.4		
Influence of Other Adults on Plans					
Large Influence	219	13%	20.7	.00	NS
Less Influence	425	16%	22.8		
Peer Plans					
Work or On-Job Training	117	15%	21.2	.00	NS
Other	527	15%	22.4		

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a/The variables used in the analysis are described in Appendix B.

* Cell total too small for accurate measurement.

an unemployment rate average of 25%, while those in high schools situated in larger communities experienced only a 16% average unemployment rate. These differences reflect either the increased job opportunities available in larger communities or perhaps differences in the occupational aspirations associated with the social environments. We see here also the first clear-cut evidence of the payoff of vocational education. The 235 Black women who had four semesters or less of vocational education in high school experienced an average unemployment rate of 22%, while those with more than four semesters of vocational education experienced less than a 15% average. In addition, guidance counseling appears to have beneficial effects for a number of these women. Respondents were asked (1) whether they feel that they could see a guidance counselor in high school when they want (or need) to, and (2) whether they feel that the guidance counselor had the information needed. Of those 178 women who answered "Yes" to both questions, the average unemployment rate was 17%, while the others averaged slightly more than 23%.

The home environment also seems to have been important for Black women. In the case of both mother's expectations and father's expectations, those students expected only to graduate from high school (or less) experienced an unemployment rate average of 30%,almost twice the 18% average of those whose parents' educational aspirations were higher.

In contrast, almost no effect of personal characteristics, background, and educational experiences on unemployment among the 310 Black males not enrolling in post-secondary education is observed. Beyond race and gender, background variables such as socioeconomic status and region had minimal effect in differentiating youth with lower unemployment rates from those with higher rates. Furthermore, among family environment variables, only the number of people dependent on parents achieves significance, with Black males from families in which four or fewer persons depend financially on the parent reflecting an average rate of 10%, contrasted with a 7% average rate for families supporting more dependents. Parental educational expectations had minimal effect on subsequent unemployment among Black males.

Even high school job experience had mixed effects for Black males; while clear-cut differences lie in comparing those experiencing no work during high school (rate = 11%) with those working more than 16 hours (rate = 8%), the anomaly occurs with those experiencing 6-10 hours per week in high school: these youth average average unemployment rate is only 7.5%.

It would appear, then; that quite different factors are associated with unemployment among Black men and women. Black women, as a group, are much more affected by significant others' (particularly parents') expectations, by advice from guidance counselors, and by skills--particularly vocational--learned during the high school years. Black males, on the other hand, are far more difficult to characterize; the only important factor appears to be the effect of family environment--number of financial dependents on the family in particular--on their unemployment rates, leaving most of the variation in unemployment among Black males after high school unexplained.

Unemployment Among Hispanic Youth

The 292 Hispanic youth who did not enroll full-time in post-secondary education[4] averaged 3 weeks per year of unemployment from 1972 to 1976 for an average unemployment rate of 9%. Of these, 47% are men; 63% are of lower socioeconomic status; 40% live in the West and 39% in the South; 40% speak a language other than English in the home (presumably Spanish); 67% participated in extracurricular activities in high school, 20% in a leadership capacity; 49% worked more than 10 hours a week during their senior year in high school.

Two factors were related to unemployment among Hispanic youth regardless of the unemployment measure used: region of the country and the amount of job experience during the senior year in high school which together explained 9% of the variance in the weeks of unemployment and 10% of the variance in the unemployment rate. Hispanic unemployment is much higher in the West than in other regions of the country (4 weeks per year compared to 2). Those who worked 10 hours a week or less during their senior year in high school reported a 14% unemployment rate compared to the 5% rate of those with more work experience. These two variables interact to identify one small group of Hispanic youth with particularly high levels of unemployment: the 56 (weighted) Hispanic youth in the West with less than 10 hours work per week during high school averaged more than 6 weeks per year of unemployment for an average unemployment rate of 19%. Among Hispanic youth gender, socioeconomic status, and education appear unrelated to subsequent unemployment.[5]

When comparing unemployment among Black and Hispanic youth who complete high school, but do not continue their education, the overall difference in levels of unemployment is most noticeable. Black youth averaged 5 weeks of unemployment per year compared to the 3 week average of Hispanic youth. The antecedents to unemployment also differ sharply between these groups: gender, important among Black youth, shows no effects among Hispanic youth while job experience during high school, important among Hispanics, shows a much less powerful effect on Black unemployment. Only among Black women do particular types of educational experiences appear related to unemployment.

It is clear from the above discussion that gender affects unemployment rates quite differently among Hispanic and Black youth. In the next two sections, we examine young women and young men of all races to discover the antecedents to gender differences in unemployment.

Unemployment Among Young Women

The sample includes 3,948 young women who did not enroll in full-time post-secondary education. The overwhelming majority is of lower (40%) or middle (54%) socioeconomic status; 65% went to high school with less than 400 persons in their class; 55% reported accessible and reliable guidance counseling; 67% participated in some form of extracurricular activity (although only 19% reported leadership positions); 70% participated in extracurricular athletics; and 27% participated in a job program while in high school.

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[4] Based on weighted number of respondents.

[5] Due to the smaller sample size variables related to the influence of significant others were omitted from the analysis.

Table 3. WEEKS OF UNEMPLOYMENT AMONG HISPANIC YOUTH BY BACKGROUND, PERSONAL CHARACTERISTICS, EDUCATIONAL EXPERIENCES AND INFLUENCE OF OTHERS

Variable[a]	Total (Weighted)	Weeks of Unemployment[b]	Standard Deviation	Eta^2	Significance
Sex					
Male	137	3	4.7	.01	NS
Female	154	4	6.1		
Socioeconomic Status					
Higher	17	*	*	.02	NS
Middle	88	3	4.3		
Lower	185	4	6.2		
Region					
Northeast	27	*	*	.04	$p < .05$
Northcentral	33	3	5.3		
South	115	2	4.0		
West	117	5	6.9		
Ability					
Higher	4	*	*	.00	NS
Medium	65	4	6.1		
Lower	133	3	6.0		
Handicapped					
Physically Handicapped	24	*	*	.01	NS
Not Handicapped	250	3	5.8		
Language Spoken at Home					
English	157	3	5.5	.00	NS
Other	119	3	5.6		
Class Rank					
Lower Quartile	73	4	7.1	.01	NS
Middle Two Quartiles	107	4	5.5		
Upper Quartile	21	*	*		
Grade Average					
B+ or Better	13	*	*	.00	NS
C to B	86	3	4.8		
Lower than C	124	4	6.6		

" See footnotes at the end of table."

Table 3. p. 2

Variable[a/]	Total (Weighted)	Weeks of Unemployment[b/]	Standard Deviation	Eta^2	Significance
Size of Senior Class					
Less Than 400	135	4	5.9	.02	$p < .05$
Greater Than 400	157	3	5.0		
Location of High School					
Small Community	108	4	6.4	.01	NS
Medium Size Community	15	*	*		
Large Community	55	3	4.3		
Very Large Community	72	3	5.6		
High School Program					
General	126	4	6.3	.01	NS
Academic	38	3	5.0		
Vocational	127	3	4.8		
Homework Per Week					
None Assigned	11	*	*	.03	NS
Assigned, Not Done	21	*	*		
1-4 Hours	125	4	5.8		
5-10 Hours	53	2	4.2		
More Than 10 Hours	6	*	*		
Tracking in High School					
Tracked Down	95	4	6.2	.00	NS
Tracked Up	22	*	*		
Not Tracked	115	3	5.3		
Remedial Education					
Remedial Math or English	64	4	6.7	.01	NS
No Remedial Education	228	3	5.1		
Vocational Education I					
None	75	2	3.7	.01	NS
1-4 Semesters	95	4	6.3		
More Than Four Semesters	121	4	5.7		
Vocational Education II					
None	276	3	5.5	.00	NS
One or More Semesters	16	*	*		
Number of Persons Dependent on Parents					
0	104	3	4.8	.03	NS
1	29	*	*		
2	44	2	3.8		
3	32	4	5.5		
4	27	*	*		
5	12	*	*		
6	40	3	4.1		
7	3	*	*		
More Than 7	1	*	*		

" See footnotes at the end of table."

Table 3. p. 3

Variable[a]	Total (Weighted)	Weeks of Unemployment[b]	Standard Deviation	Eta^2	Significance
Guidance Counseling					
Available and Useful	156	4	5.9	.01	NS
Not Available and/or Useful	136	3	4.9		
Participation in Extracurricular Activities					
Participated	195	3	5.2	.00	NS
Did Not Participate	97	4	6.1		
Leadership in Extracurricular Activities					
Leadership Position	59	3	4.2	.00	NS
No Leadership Position	233	3	5.8		
Extracurricular Athletics					
No Participation	182	4	6.0	.00	NS
Participation	84	3	4.7		
Leadership	12	*	*		
Hours Worked Per Week During Senior Year					
0	77	4	6.8	.04	$p < .05$
1-5	34	5	5.2		
6-10	28	*	*		
11-15	22	*	*		
16-25	57	3	5.1		
More Than 25	65	2	3.8		
Job in High School					
Useful to Work or Studies	74	3	5.6	.00	NS
Not Useful	218	3	5.5		
Job Program Participation					
No Participation	186	4	5.9	.02	NS
Upward Bound	9	*	*		
Cooperative Vocational Education Program	39	2	3.4		
Neighborhood Youth Corps	29	*	*		
High School Work Study	26	*	*		
Talent Search	2	*	*		
Father's Education Expectations					
High School Graduation or Lower	31	5	6.7	.03	NS
Vocational/Technical School	66	4	6.2		
2-Year College	35	4	4.5		
4-Year College or Graduate School	62	2	4.0		

"See footnotes at the end of table."

Table 3. p. 4

Variable[a]	Total (Weighted)	Weeks of Unemployment[b]	Standard Deviation	Eta^2	Significance
Mother's Educational Expectations					
High School Graduation or Lower	33	5	7.1	.02	NS
Vocational/Technical School	73	3	5.1		
2-Year College	36	3	4.9		
4-Year College or Graduate School	65	3	4.5		
Influence of Parents on Plans					
Large Influence	125	3	5.4	.00	NS
Less Influence	166	4	5.6		
Influence of School Personnel on Plans					
Large Influence	86	3	4.4	.00	NS
Less Influence	206	3	5.9		
Influence of Friends on Plans					
Large Influence	78	3	5.7	.00	NS
Less Influence	214	3	5.4		
Influence of Other Adults on Plans					
Large Influence	89	3	5.7	.00	NS
Less Influence	202	3	5.4		
Peer Plans					
Work or On-Job Training	65	3	5.9	.00	NS
Other	226	3	5.4		

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a/The variables used in the analysis are described in Appendix B.

b/Rounded to the nearest whole week.

* Cell total too small for accurate measurement.

Table 4. UNEMPLOYMENT RATES AMONG HISPANIC YOUTH BY BACKGROUND, PERSONAL CHARACTERISTICS, EDUCATIONAL EXPERIENCES AND INFLUENCE OF OTHERS

Variable a/	Total (Weighted)	Rate of Unemployment	Standard Deviation	Eta^2	Significance
Sex					
Male	129	6%	10.5	.03	$p < .01$
Female	145	12%	21.4		
Socioeconomic Status					
Higher	17	*	*	.02	NS
Middle	87	8%	13.0		
Lower	170	11%	19.8		
Region					
Northeast	25	*	*	.03	$p < .05$
Northcentral	30	6%	10.7		
South	108	7%	15.2		
West	111	13%	21.3		
Ability					
Higher	4	*	*	.00	NS
Medium	62	11%	20.8		
Lower	127	10%	18.4		
Handicapped					
Physically Handicapped	23	*	*	.00	NS
Not Handicapped	235	9%	17.5		
Language Spoken at Home					
English	147	10%	19.2	.00	NS
Other	115	8%	15.3		
Class Rank					
Lower Quartile	68	12%	22.1	.00	NS
Middle Two Quartiles	103	10%	16.3		
Upper Quartile	20	*	*		
Grade Average					
B+ or Better	13	*	*	.00	NS
C to B	83	9%	17.8		
Lower than C	117	10%	19.1		

" See footnote at the end of table."

Table 4. p.2

Variable[a/]	Total (Weighted)	Rate of Unemployment	Standard Deviation	Eta^2	Significance
Size of Senior Class					
Less Than 400	127	10%	15.5	.00	NS
Greater Than 400	147	9%	18.4		
Location of High School					
Small Community	105	10%	17.2	.00	NS
Medium Size Community	14	*	*		
Large Community	52	9%	15.6		
Very Large Community	67	9%	22.2		
High School Program					
General	117	12%	22.1	.02	NS
Academic	36	4%	8.0		
Vocational	122	8%	13.6		
Homework Per Week					
None Assigned	11	*	*	.01	NS
Assigned, Not Done	20	*	*		
1-4 Hours	119	10%	17.9		
5-10 Hours	50	8%	20.5		
More Than 10 Hours	6	*	*		
Tracking in High School					
Tracked Down	90	11%	22.2	.01	NS
Tracked Up	21	*	*		
Not Tracked	109	8%	16.2		
Remedial Education					
Remedial Math or English	61	12%	21.9	.01	NS
No Remedial Education	213	8%	15.9		
Vocational Education I					
None	68	5%	8.4	.02	$p < .05$
1-4 Semesters	90	12%	21.6		
More Than Four Semesters	117	9%	17.3		
Vocational Education II					
None	259	9%	17.6	.00	NS
One or More Semesters	15	*	*		
Number of Persons Dependent on Parents					
0	95	7%	12.1	.02	NS
1	29	*	*		
2	42	9%	20.4		
3	31	9%	17.6		
4	25	*	*		
5	11	*	*		
6	39	10%	17.1		
7	2	*	*		
More Than 7	1	*	*		

" See footnote at the end of table."

Table 4. p. 3

Variable a/	Total (Weighted)	Rate of Unemployment	Standard Deviation	Eta^2	Significance
Guidance Counseling					
Available and Useful	150	10%	18.9	.00	NS
Not Available and/or Useful	124	8%	15.4		
Participation in Extra-curricular Activities					
Participated	182	9%	17.0	.00	NS
Did Not Participate	92	9.5%	18.2		
Leadership in Extra-curricular Activities					
Leadership Position	57	7%	8.7	.00	NS
No Leadership Position	217	10%	19.0		
Extracurricular Athletics					
No Participation	176	10%	18.9	.01	NS
Participation	76	9%	15.2		
Leadership	12	*	*		
Hours Worked Per Week During Senior Year					
0	75	15%	24.6	.07	$p < .01$
1-5	32	12%	12.4		
6-10	22	*	*		
11-15	21	*	*		
16-25	54	6%	12.0		
More Than 25	63	5%	9.8		
Job in High School					
Useful to Work or Studies	72	7%	14.5	.00	NS
Not Useful	203	10%	18.3		
Job Program Participation					
No Participation	172	10%	19.3	.03	NS
Upward Bound	9	*	*		
Cooperative Vocational Education Program	37	4%	7.7		
Neighborhood Youth Corps	27	*	*		
High School Work Study	26	*	*		
Talent Search	2	*	*		
Father's Education Expectations					
High School Graduation or Lower	27	*	*	.02	NS
Vocational/Technical School	60	12%	22.5		
2-Year College	34	9%	10.7		
4-Year College or Graduate School	58	6%	14.6		

" See footnote at the end of table."

Table 4. p. 4

Variable[a/]	Total (Weighted)	Rate of Unemployment	Standard Deviation	Eta^2	Significance
Mother's Educational Expectations					
High School Graduation or Lower	30	12%	23.6	.02	NS
Vocational/Technical School	67	9%	17.2		
2-Year College	36	8%	12.1		
4-Year College or Graduate School	62	6%	10.8		
Influence of Parents on Plans					
Large Influence	118	8%	16.1	.00	NS
Less Influence	156	10%	18.4		
Influence of School Personnel on Plans					
Large Influence	81	10%	19.1	.00	NS
Less Influence	193	9%	16.7		
Influence of Friends on Plans					
Large Influence	72	9%	18.4	.00	NS
Less Influence	202	9%	17.1		
Influence of Other Adults on Plans					
Large Influence	84	10%	19.4	.00	NS
Less Influence	191	9%	16.5		
Peer Plans					
Work or On-Job Training	63	8%	13.4	.00	NS
Other	211	10%	18.4		

/The variables used in the analysis are described in Appendix B.

Cell total too small for accurate measurement.

Table 5. WEEKS OF UNEMPLOYMENT AMONG FEMALE YOUTH BY BACKGROUND, PERSONAL CHARACTERISTICS, EDUCATIONAL EXPERIENCES AND INFLUENCE OF OTHERS

Variable[a/]	Total (Weighted)	Weeks of Unemployment[b/]	Standard Deviation	Eta^2	Significance
Race					
Black	372	6	8.4	.02	$p < .001$
White	3221	3	5.4		
Hispanic	154	4	6.1		
Other	196	3	5.3		
Socioeconomic Status					
Higher	370	3	4.6	.01	$p < .001$
Middle	2122	3	5.3		
Lower	1427	4	6.8		
Region					
Northeast	970	3	6.0	.00	NS
Northcentral	1165	3	5.1		
South	1224	3	6.1		
West	588	4	6.2		
Ability					
Higher	366	3	4.9	.00	$p < .01$
Medium	1393	3	5.3		
Lower	1027	4	6.5		
Handicapped					
Physically Handicapped	179	5	8.1	.00	$p < .001$
Not Handicapped	3497	3	5.7		
Language Spoken at Home					
English	3465	3	5.7	.00	$p < .01$
Other	248	4	7.5		
Class Rank					
Lower Quartile	579	4	6.2	.01	$p < .001$
Middle Two Quartiles	1775	3	5.6		
Upper Quartile	573	2	5.2		
Grade Average					
B+ or Better	282	2	3.6	.01	$p < .001$
C to B	1690	3	5.7		
Lower than C	1291	4	6.1		

" See footnotes at the end of table."

Table 5. p. 2

Variable a/	Total (Weighted)	Weeks of Unemployment b/	Standard Deviation	Eta^2	Significance
Size of Senior Class					
Less Than 400	2591	3	6.0	.00	p ∠.05
Greater Than 400	1357	3	5.5		
Location of High School					
Small Community	1759	4	6.3	.00	p ∠.05
Medium Size Community	493	3	4.9		
Large Community	721	3	5.6		
Very Large Community	602	3	5.3		
High School Program					
General	1562	3	5.7	.00	NS
Academic	602	4	6.2		
Vocational	1782	3	5.8		
Homework Per Week					
None Assigned	140	5	8.2	.01	p ∠.01
Assigned, Not Done	95	4	5.5		
1-4 Hours	1679	3	5.7		
5-10 Hours	901	3	5.4		
More Than 10 Hours	111	4	6.2		
Tracking in High School					
Tracked Down	1164	3	5.9	.00	NS
Tracked Up	406	3	5.8		
Not Tracked	1747	3	5.7		
Remedial Education					
Remedial Math or English	325	5	7.0	.00	p ∠.001
No Remedial Education	3623	3	5.7		
Vocational Education I					
None	1154	4	6.5	.00	p ∠.01
1-4 Semesters	1063	3	5.7		
More Than Four Semesters	1731	3	5.4		
Vocational Education II					
None	3915	3	5.8	.00	NS
One or More Semesters	33	5	9.0		
Number of Persons Dependent on Parents					
0	1615	4	6.2	.00	NS
1	647	3	5.5		
2	553	3	5.7		
3	433	3	5.1		
4	279	3	5.4		
5	178	3	6.1		
6	217	4	6.1		
7	19	*	*		
More Than 7	8	*	*		

" See footnotes at the end of table."

Table 5. p. 3

Variable[a]	Total (Weighted)	Weeks of Unemployment[b]	Standard Deviation	Eta^2	Significance
Guidance Counseling					
Available and Useful	2169	3	5.7	.00	NS
Not Available and/or Useful	1779	3	5.9		
Participation in Extra-curricular Activities					
Participated	2653	3	5.7	.00	NS
Did Not Participate	1294	4	6.1		
Leadership in Extra-curricular Activities					
Leadership Position	742	3	5.3	.00	NS
No Leadership Position	3205	3	5.9		
Extracurricular Athletics					
No Participation	2752	3	5.7	.00	NS
Participation	811	3	6.0		
Leadership	116	4	5.7		
Hours Worked Per Week During Senior Year					
0	1196	4	6.1	.01	$p < .001$
1-5	349	4	6.7		
6-10	388	4	6.3		
11-15	328	3	5.4		
16-25	893	3	5.4		
More Than 25	562	3	5.3		
Job in High School					
Useful to Work or Studies	1028	3	5.4	.00	$p < .01$
Not Useful	2920	3	6.0		
Job Program Participation					
No Participation	2872	3	5.8	.00	$p < .05$
Upward Bound	21	*	*		
Cooperative Vocational Education Program	460	3	5.9		
Neighborhood Youth Corps	228	4	6.2		
High School Work Study	349	3	5.3		
Talent Search	19	*	*		
Father's Education Expectations					
High School Graduation or Lower	739	3	6.0	.00	NS
Vocational/Technical School	964	3	5.5		
2-Year College	394	3	5.3		
4-Year College or Graduate School	603	3	5.2		

" See footnotes at the end of table."

Table 5. p. 4

Variable[a/]	Total (Weighted)	Weeks of Unemployment[b/]	Standard Deviation	Eta^2	Significance
Mother's Educational Expectations					
High School Graduation or Lower	740	3	6.0	.00	NS
Vocational/Technical School	1179	4	6.1		
2-Year College	411	3	5.9		
4-Year College or Graduate School	614	3	5.5		
Influence of Parents on Plans					
Large Influence	1378	3	6.0	.00	NS
Less Influence	2570	3	5.7		
Influence of School Personnel on Plans					
Large Influence	814	4	6.4	.00	p ∠ .01
Less Influence	3134	3	5.7		
Influence of Friends on Plans					
Large Influence	1036	3	6.1	.00	NS
Less Influence	2912	3	5.7		
Influence of Other Adults on Plans					
Large Influence	1050	3	5.7	.00	NS
Less Influence	2898	3	5.9		
Peer Plans					
Work or On-Job Training	1119	3	5.6	.00	NS
Other	2829	3	5.9		

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a/The variables used in the analysis are described in Appendix B.

b/Rounded to the nearest whole week.

* Cell total too small for accurate measurement.

Table 6. UNEMPLOYMENT RATES AMONG FEMALE YOUTH BY BACKGROUND, PERSONAL CHARACTERISTICS, EDUCATIONAL EXPERIENCES AND INFLUENCE OF OTHERS

Variable[a/]	Total (Weighted)	Rate of Unemployment	Standard Deviation	Eta^2	Significance
Race					
Black	334	20%	26.3	.03	$p < .001$
White	2993	9%	16.4		
Hispanic	145	12%	21.4		
Other	180	10%	17.7		
Socioeconomic Status					
Higher	354	8%	15.2	.02	$p < .001$
Middle	2049	8%	15.3		
Lower	1350	14%	21.4		
Region					
Northeast	931	10%	17.9	.00	$p < .05$
Northcentral	1121	10%	16.9		
South	1176	11%	18.5		
West	549	12%	19.3		
Ability					
Higher	348	7%	12.0	.01	$p < .001$
Medium	1342	9%	16.5		
Lower	983	12%	20.2		
Handicapped					
Physically Handicapped	170	15%	21.9	.00	$p < .001$
Not Handicapped	3357	10%	17.7		
Language Spoken at Home					
English	3323	10%	17.9	.00	NS
Other	236	12%	18.2		
Class Rank					
Lower Quartile	549	13%	20.7	.01	$p < .001$
Middle Two Quartiles	1713	10%	17.1		
Upper Quartile	549	7%	14.9		
Grade Average					
B+ or Better	270	6%	10.8	.01	$p < .001$
C to B	1622	10%	17.4		
Lower than C	1238	13%	20.3		

" See footnote at the end of table."

Table 6. p. 2

Variable[a]	Total (Weighted)	Rate of Unemployment	Standard Deviation	Eta^2	Significance
Size of Senior Class					
Less Than 400	2473	11%	18.7	.00	$p < .001$
Greater Than 400	1304	9%	16.7		
Location of High School					
Small Community	1682	12%	19.9	.01	$p < .001$
Medium Size Community	470	10%	15.4		
Large Community	693	9%	15.4		
Very Large Community	579	8%	16.4		
High School Program					
General	1476	12%	19.2	.00	$p < .001$
Academic	576	11%	18.4		
Vocational	1724	9%	16.8		
Homework Per Week					
None Assigned	133	15%	24.2	.00	$p < .01$
Assigned, Not Done	93	11%	14.0		
1-4 Hours	1606	9%	17.0		
5-10 Hours	869	10%	17.5		
More Than 10 Hours	106	10%	16.0		
Tracking in High School					
Tracked Down	1116	11%	18.9	.00	NS
Tracked Up	380	9%	16.4		
Not Tracked	1680	10%	17.4		
Remedial Education					
Remedial Math or English	301	18%	25.3	.02	$p < .001$
No Remedial Education	3476	10%	17.1		
Vocational Education I					
None	1099	11%	19.8	.01	$p < .001$
1-4 Semesters	1020	12%	19.8		
More Than Four Semesters	1658	9%	15.4		
Vocational Education II					
None	3746	10%	18.0	.00	NS
One or More Semesters	31	14%	21.3		
Number of Persons Dependent on Parents					
0	1532	11%	19.0	.00	NS
1	624	10%	16.7		
2	535	10%	17.3		
3	414	8%	16.4		
4	266	10%	17.9		
5	174	10%	18.3		
6	208	12%	20.0		
7	17	*	*		
More Than 7	8	*	*		

" See footnote at the end of table."

Table 6. p. 3

Variable[a/]	Total (Weighted)	Rate of Unemployment	Standard Deviation	Eta^2	Significance
Guidance Counseling					
Available and Useful	2077	10%	17.5	.00	NS
Not Available and/or Useful	1700	11%	18.7		
Participation in Extracurricular Activities					
Participated	2538	10%	17.7	.00	NS
Did Not Participate	1239	11%	18.7		
Leadership in Extracurricular Activities					
Leadership Position	717	9%	15.3	.00	$p < .01$
No Leadership Position	3060	11%	18.6		
Extracurricular Athletics					
No Participation	2640	11%	18.2	.00	NS
Participation	773	9%	16.7		
Leadership	113	10%	15.5		
Hours Worked Per Week During Senior Year					
0	1118	13%	20.4	.01	$p < .001$
1-5	333	13%	19.4		
6-10	369	11%	18.1		
11-15	323	10%	18.8		
16-25	872	8%	14.4		
More Than 25	542	9%	15.4		
Job in High School					
Useful to Work or Studies	990	8%	16.1	.00	$p < .001$
Not Useful	2787	11%	18.6		
Job Program Participation					
No Participation	2743	10%	18.2	.00	$p < .05$
Upward Bound	20	*	*		
Cooperative Vocational Education Program	446	10%	16.0		
Neighborhood Youth Corps	218	14%	21.1		
High School Work Study	332	9%	17.0		
Talent Search	18	*	*		
Father's Education Expectations					
High School Graduation or Lower	704	11%	19.4	.00	NS
Vocational/Technical School	931	10%	17.8		
2-Year College	373	8%	14.0		
4-Year College or Graduate School	585	10%	17.1		

" See footnote at the end of table."

Table 6. p. 4

Variable[a/]	Total (Weighted)	Rate of Unemployment	Standard Deviation	Eta^2	Significance
Mother's Educational Expectations					
High School Graduation or Lower	702	10%	19.6	.00	NS
Vocational/Technical School	1129	11%	13.4		
2-Year College	393	10%	16.0		
4-Year College or Graduate School	589	10%	16.8		
Influence of Parents on Plans					
Large Influence	1316	11%	19.1	.00	NS
Less Influence	2461	10%	17.4		
Influence of School Personnel on Plans					
Large Influence	782	11%	17.9	.00	NS
Less Influence	2996	10%	18.1		
Influence of Friends on Plans					
Large Influence	989	11%	18.1	.00	NS
Less Influence	2788	10%	18.0		
Influence of Other Adults on Plans					
Large Influence	996	10%	17.9	.00	NS
Less Influence	2781	10%	18.1		
Peer Plans					
Work or On-Job Training	1087	9%	16.4	.00	$p < .01$
Other	2690	11%	18.7		

/The variables used in the analysis are described in Appendix B.

Cell total too small for accurate measurement.

As noted earlier in the chapter, one of the most salient differentiators of female unemployment is race, with Black females averaging a 20% unemployment rate, as compared to an average 9% rate among all other females. We see also, however, a major role of socioeconomic status in female unemployment rate, with low socioeconomic status females averaging 14%, as opposed to the 8% average of all other females. This finding is consistent with those of Alexander and Eckland as well as Sewell and Shah who reported a stronger relationship of SES to occupational attainment among women than men.[6] Besides these two key variables, only remedial education during high school was a strong discriminator of unemployment rate among females, with those not requiring remedial education averaging nearly half (10%) the rate of those who received some form of remedial education in high school (18%).

Unemployment among Black women was addressed in an earlier section; among nonBlack women we again find that higher socioeconomic status and better educational preparation precede lower amounts of unemployment. Socioeconomic status plays an important role, with lower SES nonBlack women averaging much higher unemployment rates (12%) than their medium and higher (8%) SES counterparts. The relationship of two of the educational experiences to unemployment suggest that higher educational performance predicts lower unemployment among nonBlack women. Specifically, nonBlack women with less than a C average or who required remedial education subsequently averaged 12% and 16% unemployment rates respectively compared to the lower rates of those with high grades (8%) or who did not require remedial education (9%). Among lower SES women those in the Northeast and West regions averaged considerably higher unemployment rates than low SES women in the South and Northcentral regions, perhaps a reflection of differences in labor force participation between regions.

Equally important to note are those factors which appear unrelated to unemployment among nonBlack women. Ability, for example, appears to have virtually no effect on cumulative unemployment for this group. Similarly, class rank has only minimal predictive power. Neither high school location, high school size, high school program, nor tracking show any strength in differentiating low- from high-rate nonBlack females, although women with more than four semesters of vocational education in high school averaged an 8% unemployment rate compared to the 11% rate of those with less vocational education. It appears that grades are most important for middle and higher SES nonBlack females: among whom those who averaged C or better reported a 6% unemployment rate compared to the 10% rate of those with less than a C average in high school.

Unemployment Among Young Men

For the 3,592 (weighted) males in the Class of 1972 not continuing their education beyond high school, there is exactly one critical factor in the variables considered here in terms of their impact on cumulative unemployment: number of weeks worked at a job during high school. Regardless of race, work experience during high school is related to subsequent unemployment among young men. Those 1,054 men who worked 15 hours or less during high school averaged 10% in unemployment rate, as contrasted with the 2,538 men who worked more than 15 hours in high school--and averaged an unemployment rate of 7%. No other differences in unemployment can be attributed to background, personal ability or educational experiences of young men with more than 15 hours of work experience during high school. Among those males who worked 15 hours or less, however, one additional factor predicts subsequent unemployment: homework. Those males who had little job experience and who either had no homework assigned or didn't do the homework that was assigned averaged an unemployment rate of 13%. Their contrast group--those who reported doing at least some homework--averaged an unemployment rate of 9%. Clearly, for those males who had limited job experience in high school, the additional training provided by homework and/or the necessary motivation to do homework is important.

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[6] Karl Alexander and Bruce Eckland, "Contextual Effects in the High School Attainment Process," American Sociological Review, 40 (1975), 402-416.

William H. Sewell and Vimal P. Shah,"Social Class, Parental Encouragement, and Educational Aspirations,"American Journal of Sociology, 73 (1968), 559-579.

Summary

Antecedents to unemployment do vary within the subgroups of youth selected for analysis: Among men job experience is important, although somewhat less so for Black males than others. Hispanics in the Western region of the country, the area in which proportionately more Hispanics live (and in which the Hispanic population is currently growing most rapidly) had more difficulty finding work than those living elsewhere.

Unemployment among young women is in part an outcome of their educational performance and preparation. Factors like higher grades, greater amount of vocational education and better guidance counseling related to lower amounts of time spent looking for work. Additional effects of the social environment can be seen in the positive impact of higher parental educational expectations among Black women and the negative effects of lower socioeconomic status among nonBlack women.

Table 7. WEEKS OF UNEMPLOYMENT AMONG MALES BY BACKGROUND, PERSONAL CHARACTERISTICS, EDUCATIONAL EXPERIENCES AND INFLUENCE OF OTHERS

Variable[a/]	Total (Weighted)	Weeks of Unemployment[b/]	Standard Deviation	Eta^2	Significance
Race					
Black	337	4	6.6	.01	$p < .001$
White	2939	3	5.6		
Hispanic	137	3	4.7		
Other	220	5	7.3		
Socioeconomic Status					
Higher	388	3	5.7	.00	NS
Middle	2007	4	5.7		
Lower	1206	4	5.9		
Region					
Northeast	834	4	6.0	.01	$p < .001$
Northcentral	1100	4	6.0		
South	1095	3	5.0		
West	616	4	6.1		
Ability					
Higher	275	4	5.4	.00	NS
Medium	1179	3	5.4		
Lower	1159	4	6.1		
Handicapped					
Physically Handicapped	253	4	6.2	.00	NS
Not Handicapped	3087	4	5.7		
Language Spoken at Home					
English	3126	4	5.7	.00	NS
Other	231	3	6.4		
Class Rank					
Lower Quartile	1129	4	6.0	.00	$p < .01$
Middle Two Quartiles	1428	3	5.3		
Upper Quartile	156	3	5.0		
Grade Average					
B+ or Better	77	2	4.4	.01	$p < .001$
C to B	1085	3	5.2		
Lower than C	1913	4	5.9		

"See footnotes at the end of table."

Table 7. p. 2

Variable a/	Total (Weighted)	Weeks of Unemployment b/	Standard Deviation	Eta^{2}	Significance
Size of Senior Class					
Less Than 400	2432	4	5.7	.00	NS
Greater Than 400	1214	3	5.9		
Location of High School					
Small Community	1778	3	5.7	.00	NS
Medium Size Community	418	4	6.1		
Large Community	611	3	5.4		
Very Large Community	473	4	5.8		
High School Program					
General	1751	4	5.9	.00	NS
Academic	638	3	5.6		
Vocational	1254	3	5.7		
Homework Per Week					
None Assigned	270	5	6.6	.01	$p < .001$
Assigned, Not Done	382	4	7.0		
1-4 Hours	1601	3	5.5		
5-10 Hours	403	3	4.8		
More Than 10 Hours	38	2	3.8		
Tracking in High School					
Tracked Down	1195	4	5.8	.00	NS
Tracked Up	223	4	5.7		
Not Tracked	1677	3	5.7		
Remedial Education					
Remedial Math or English	460	4	6.2	.00	NS
No Remedial Education	3186	4	5.7		
Vocational Education I					
None	1071	4	5.8	.00	NS
1-4 Semesters	1082	3	5.8		
More Than Four Semesters	1493	4	5.7		
Vocational Education II					
None	3303	4	5.8	.00	NS
One or More Semesters	543	3	5.7		
Number of Persons Dependent on Parents					
0	1600	3	5.8	.01	$p < .01$
1	596	4	5.4		
2	548	3	5.8		
3	341	4	5.5		
4	226	4	6.3		
5	135	4	6.0		
6	172	4	6.4		
7	18	*	*		
More Than 7	12	*	*		

"See footnotes at the end of table."

Table 7. p. 3

Variable[a]	Total (Weighted)	Weeks of Unemployment[b]	Standard Deviation	Eta^2	Significance
Guidance Counseling					
Available and Useful	1997	3	5.5	.00	NS
Not Available and/or Useful	1649	4	6.0		
Participation in Extracurricular Activities					
Participated	2341	3	5.7	.00	NS
Did Not Participate	1305	4	5.8		
Leadership in Extracurricular Activities					
Leadership Position	640	3	5.5	.00	$p \angle .01$
No Leadership Position	3006	4	5.8		
Extracurricular Athletics					
No Participation	1795	4	5.9	.00	NS
Participation	1305	3	5.7		
Leadership	239	3	5.5		
Hours Worked Per Week During Senior Year					
0	577	5	7.1	.02	$p \angle .001$
1-5	231	4	5.7		
6-10	329	4	6.2		
11-15	266	4	6.1		
16-25	860	3	5.4		
More Than 25	1103	3	4.9		
Job in High School					
Useful to Work or Studies	1002	3	5.4	.00	$p \angle .01$
Not Useful	2643	4	5.9		
Job Program Participation					
No Participation	2565	4	5.6	.00	$p \angle .05$
Upward Bound	27	*	*		
Cooperative Vocational Education Program	491	3	5.5		
Neighborhood Youth Corps	178	5	7.0		
High School Work Study	359	4	6.5		
Talent Search	26	*	*		
Father's Education Expectations					
High School Graduation or Lower	528	4	6.4	.00	$p \angle .05$
Vocational/Technical School	979	3	5.5		
2-Year College	304	4	6.3		
4-Year College or Graduate School	695	3	5.3		

"See footnotes at the end of table."

Table 7. p. 4

Variable[a]	Total (Weighted)	Weeks of Unemployment[b]	Standard Deviation	Eta^2	Significance
Mother's Educational Expectations					
High School Graduation or Lower	483	4	6.0	.00	p ∠ .05
Vocational/Technical School	923	3	5.5		
2-Year College	355	4	6.9		
4-Year College or Graduate School	762	3	5.1		
Influence of Parents on Plans					
Large Influence	1121	3	5.8	.00	NS
Less Influence	2525	4	5.7		
Influence of School Personnel on Plans					
Large Influence	756	4	6.0	.00	NS
Less Influence	2890	3	5.7		
Influence of Friends on Plans					
Large Influence	839	3	5.7	.00	NS
Less Influence	2807	4	5.8		
Influence of Other Adults on Plans					
Large Influence	825	4	6.1	.00	NS
Less Influence	2821	3	5.7		
Peer Plans					
Work or On-Job Training	1002	4	5.8	.00	NS
Other	2644	3	5.8		

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a/The variables used in the analysis are described in Appendix B.

b/Rounded to the nearest whole week.

* Cell total too small for accurate measurement.

Table 8. UNEMPLOYMENT RATES AMONG MALES BY BACKGROUND, PERSONAL CHARACTERISTICS, EDUCATIONAL EXPERIENCES AND INFLUENCE OF OTHERS

Variable[a/]	Total (Weighted)	Rate of Unemployment	Standard Deviation	Eta^2	Significance
Race					
Black	310	9%	14.9	.01	$p < .001$
White	2776	7%	11.8		
Hispanic	129	6%	10.5		
Other	206	9%	15.3		
Socioeconomic Status					
Higher	386	6%	10.9	.00	NS
Middle	1978	8%	12.4		
Lower	1183	8%	13.3		
Region					
Northeast	822	8%	13.0	.01	$p < 001$
Northcentral	1090	8%	13.2		
South	1070	6%	11.1		
West	610	9%	13.1		
Ability					
Higher	275	9%	11.0	.00	NS
Medium	1169	7%	11.5		
Lower	1136	8%	13.3		
Handicapped					
Physically Handicapped	244	9%	14.5	.00	NS
Not Handicapped	3048	8%	12.4		
Language Spoken at Home					
English	3084	8%	12.5	.00	NS
Other	226	7%	13.3		
Class Rank					
Lower Quartile	1110	8%	13.0	.00	$p < .01$
Middle Two Quartiles	1416	7%	11.9		
Upper Quartile	153	6%	11.6		
Grade Average					
B+ or Better	75	6%	9.6	.00	$p < 01$
C to B	1080	7%	11.8		
Lower than C	1881	8%	12.8		

"See footnote at the end of table."

Table 8. p. 2

Variable a/	Total (Weighted)	Rate of Unemployment	Standard Deviation	Eta^2	Significance
Size of Senior Class					
Less Than 400	2399	8%	12.4	.00	NS
Greater Than 400	1192	8%	13.0		
Location of High School					
Small Community	1757	8%	12.4	.00	NS
Medium Size Community	411	8%	13.1		
Large Community	600	7%	12.2		
Very Large Community	465	8%	13.0		
High School Program					
General	1727	8%	12.9	.00	$p<.05$
Academic	631	7%	11.7		
Vocational	1231	7%	12.5		
Homework Per Week					
None Assigned	268	9%	13.8	.01	$p<.001$
Assigned, Not Done	379	10%	14.4		
1-4 Hours	1578	7%	12.1		
5-10 Hours	397	6%	10.8		
More Than 10 Hours	38	4%	8.4		
Tracking in High School					
Tracked Down	1171	8%	12.8	.00	NS
Tracked Up	221	7%	11.6		
Not Tracked	1660	8%	12.8		
Remedial Education					
Remedial Math or English	454	8%	14.0	.00	NS
No Remedial Education	3138	8%	12.4		
Vocational Education I					
None	1052	8%	12.8	.00	NS
1-4 Semesters	1057	7%	12.7		
More Than Four Semesters	1482	8%	12.3		
Vocational Education II					
None	3057	8%	12.6	.00	NS
One or More Semesters	535	7%	12.4		
Number of Persons Dependent on Parents					
0	1573	7%	12.7	.01	$p<.05$
1	587	8%	11.9		
2	540	7%	13.0		
3	338	8%	11.7		
4	222	8%	12.8		
5	133	8%	11.8		
6	170	9%	14.0		
7	18	*	*		
More Than 7	12	*	*		

"See footnote at the end of table."

Table 8. p. 3

Variable [a]	Total (Weighted)	Rate of Unemployment	Standard Deviation	Eta^2	Significance
Guidance Counseling					
Available and Useful	1969	7%	12.0	.00	NS
Not Available and/or Useful	1623	8%	13.3		
Participation in Extra-curricular Activities					
Participated	2302	8%	12.6	.00	NS
Did Not Participate	1290	8%	12.6		
Leadership in Extra-curricular Activities					
Leadership Position	2956	8%	12.7	.00	$p<.01$
No Leadership Position	636	6%	11.9		
Extracurricular Athletics					
No Participation	1766	8%	12.8	.00	NS
Participation	1289	7%	12.5		
Leadership	237	7%	11.8		
Hours Worked Per Week During Senior Year					
0	566	11%	16.1	.02	$p<.001$
1-5	228	9%	12.9		
6-10	323	9%	13.6		
11-15	260	9%	12.1		
16-25	853	7%	11.8		
More Than 25	1088	6%	10.3		
Job in High School					
Useful to Work or Studies	995	6%	11.6	.00	$p<.01$
Not Useful	2597	8%	12.9		
Job Program Participation					
No Participation	2527	8%	12.2	.01	$p<.01$
Upward Bound	27	*	*		
Cooperative Vocational Education Program	483	6%	11.6		
Neighborhood Youth Corps	175	10%	16.0		
High School Work Study	356	9%	13.8		
Talent Search	25	*	*		
Father's Education Expectations					
High School Graduation or Lower	520	8%	13.8	.00	$p<.05$
Vocational/Technical School	964	7%	11.6		
2-Year College	301	10%	13.8		
4-Year College or Graduate School	684	8%	11.5		

"See footnote at the end of table."

Table 8. p. 4

Variable[a/]	Total (Weighted)	Rate of Unemployment	Standard Deviation	Eta^2	Significance
Mother's Educational Expectations					
High School Graduation or Lower	476	8%	13.4	.00	$p < 05$
Vocational/Technical School	909	7%	11.5		
2-Year College	350	9%	14.9		
4-Year College or Graduate School	754	7%	11.0		
Influence of Parents on Plans					
Large Influence	1101	8%	12.8	.00	NS
Less Influence	2491	8%	12.5		
Influence of School Personnel on Plans					
Large Influence	742	8%	13.2	.00	NS
Less Influence	2850	8%	12.4		
Influence of Friends on Plans					
Large Influence	829	7%	11.7	.00	NS
Less Influence	2763	8%	12.8		
Influence of Other Adults on Plans					
Large Influence	817	8%	13.0	.00	NS
Less Influence	2775	8%	12.4		
Peer Plans					
Work or On-Job Training	987	8%	12.7	.00	NS
Other	2605	8%	12.5		

/The variables used in the analysis are described in Appendix B.

Cell total too small for accurate measurement.

CHAPTER VI: YEARLY UNEMPLOYMENT AMONG YOUTH FROM 1972 TO 1976

While the analyses of cumulative unemployment among youth not enrolled in post-secondary education across the first four years after high school--the focus of the two preceding chapters--have provided an overview of the educational experiences, background, and personal characteristics associated with youth unemployment, much can be gained from separate year-by-year analyses of this phenomenon. Analysis of the unemployment experienced in each of the four years--from October 1972 to October 1973, and each twelve month period thereafter to October 1976--enables us, for example, to determine whether or not the educational and personal effects important to initial labor market difficulty persist across these years or change as the temporal distance from high school increases. From a human capital perspective, the work experience and credentials acquired each year can be reflected in the models of subsequent unemployment. Certainly, the results of the earlier chapters have pointed to job experience as a predictor of success in finding employment. In addition, indicators of the stage of transition from youth to adult roles, such as marital status and parenthood, can provide additional insight into the personal context of unemployment. These measures of post high school experiences, exluded from the previous analyses because they could not be assumed to precede the unemployment reflected in the overall average across these years, may enhance our understanding of unemployment. Finally, from a technical standpoint the measurement error associated with aggregating responses across years should be reduced: the climate of economic and current events is constant within years, the within-year response rates are higher than the cumulative and the "noise" introduced by small changes in questionnaire construction is eliminated. Thus the proportion of variation attributable to factors in the models should be increased.

The number of weeks of unemployment reported in each October to October twelve-month period, as well as the unemployment rate during these times periods,[1] serve as dependent variables. In addition to the personal characteristics and educational experiences used in the prior analyses,[2] the following variables, chosen to represent the accumulation of labor market experiences and to indicate transition to adult roles, are included:

1) Marital status[3] - married versus not married;

2) Parental status[3] - one or more children versus none;

3) Family residence[3] - living with parents, with spouse, with other relatives, alone, or with nonrelatives;

4) Community of residence[3] - small, medium, large, and very large - a factor which may suggest differential access to job opportunities;

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[1] The unemployment rate for each twelve-month period is calculated as follows:

$$\text{Unemployment rate} = \frac{\text{Number of weeks looking for work}}{\text{Number of weeks employed plus number of weeks looking for work}}$$

[2] The indicators of the influence of significant others--parents, school personnel, other adults, and peers--on high school program and post high school plans were not included in these analyses because the prior analyses indicated their lack of association with unemployment.

[3] Status in the October at the start of the twelve month period during which the unemployment is experienced.

5) Number of dependents[3] - one or more financial dependents versus none;

6) Type or prior job[3] - professional/technical/managerial/administrative worker, sales worker, clerical workers, craftsman, operative, laborer, or service worker;

7) Prior labor market experience - total prior unemployment and labor market participation (in the analyses of number of weeks of unemployment) or cumulative prior unemployment rate (in the analysis of unemployment rates).

The year-to-year transition and labor market experiences of those members of the Class of 1972 not continuing their full-time education beyond high school are shown in Table 1. The overall impression of Table 1 is that of a gradual flow of youth from family of origin to newly formed families or households-shown by the yearly increases in proportion of the youth who are, for example, married and/or parents. A movement to suburban communities can also be observed. The labor force experiences seem remarkably stable in contrast: unemployment shows little change, while the amount of labor force participation increases slightly. The changes in unemployment across these years among selected subgroups of youth is illustrated in Tables 2 and 3.

Using again the multiple regression/AID techniques comparable to those in the two preceding Chapters,[4] we examine the antecedents to unemployment in each year including in the model the personal characteristics, background and educational experiences which predate high school graduation as well as the labor force experiences and personal life descriptors from the years preceding the year in which the unemployment is reported.[5]

Unemployment from October 1972 to October 1973

Between October 1972 and October 1973 unemployment among this group of young high school graduates averaged 4 weeks, labor force participation, the sum of the weeks spent employed and looking for work, averaged 37 weeks and the unemployment rate was 10%.

At the start of this period, 13% of these youth were married and 8% reported financial dependents.[6] Over 40% lived in urban areas of under 500,000 people, 21% in suburban areas, 26% in rural areas and relatively few in very large urban areas. Forty-six percent held jobs in October of 1972: 1% were professional/technical/managerial/administrative workers; 4% were sales workers, 12% were clerical workers, 6% were craftsmen, 9% were operatives, 6% were laborers, and 8% were service workers.

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[4] The analysis techniques are described in the Technical Note provided in Appendix C.

[5] Responses rates for each dependent variable in each year ranged between 70% and 80% of the working sample and each analysis uses those cases with usable unemployment data for the year in question.

[6] No data are available on number of children or family residence in October 1972.

Table 1. POST HIGH SCHOOL EXPERIENCES OF YOUTH WHO DID NOT ENROLL FULL-TIME IN POST-SECONDARY EDUCATION BY YEAR

Experience	As of[a] October 1972	As of October 1973	As of October 1974	As of[a] October 1975
TOTAL (weighted)	7947	7070	7862	7923
Transition to Adults Roles:				
Married	13%	22%	37%	53%
Parent of at Least 1 Child	NA	7%	19%	NA
Financial Dependents One or More	8%	13%	22%	NA
Family Residence				
With Parents or Other Relatives	NA	51%	35%	NA
With Spouse or Nonrelatives or Alone	NA	37%	53%	NA
Size of Community[b]				
Rural	26%	19%	14%	NA
Small to Large Urban	44%	15%	20%	
Suburban	21%	47%	45%	
Very Large Urban	5%	7%	5%	
Labor Force Experiences:				
Weeks Unemployed across the Preceding 12 Months	NA	4	3	4
Weeks in the Labor Force Across the Preceding 12 Mos.	NA	37	34	39.5
Unemployment Rate Across the Preceding 12 Mos.	NA	10%	9%	9%
Type of Job in October of Each Year				
Professional/Technical/ Administrative Worker	1%	3%	5%	3%
Sales Worker	4%	5%	4%	2%
Clerical Worker	12%	24%	22%	8%
Craftsman	6%	12%	10%	4%
Operative	9%	16%	15%	6%
Laborer	6%	8%	7%	2%
Service Worker	8%	10%	13%	5%
No Job by Type	54%	22%	24%	70%

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[a] The data for October 1972 and October 1975 were collected retrospectively in questionnaires the following year. Several items (marked NA) are, therefore, not available for these years such as number of children, financial dependents, and family residence. In addition, the larger numbers not reporting a job by type in these years may be a reflection of the data collection process.

[b] In the spring of 1972, not October.

Table 2. WEEKS OF UNEMPLOYMENT EACH YEAR FROM 1972 THROUGH 1976 AMONG SELECTED GROUPS OF YOUTH[b]

Variable[a]	October 1972- October 1973	October 1973- October 1974	October 1974- October 1975	October 197 October 197
Sex				
Male	4	3	4	4
Female	4	3	3	3
Race				
Black	6	5	5	5
White	3	3	4	4
Hispanic	6	3	4	3
Other	4	3	4	4
Socioeconomic Status				
Higher	3	3	3	3
Middle	3	3	4	3
Lower	4	3	4	4
Region				
Northeast	4	3	4	4
Northcentral	4	3	4	4
South	3	3	3	3
West	4	3	4	4
Ability				
Higher	3	3	4	3
Medium	3	3	3	3
Lower	4	3	4	4
Class Rank				
Lower Quartile	4	3	4	4
Middle Two Quartiles	3	3	4	4
Upper Quartile	3	2	3	3
High School Program				
General	4	3	4	4
Academic	3	3	4	4
Vocational	3	3	4	4
Hours Worked Per Week During Senior Year				
0	5	3	4	4
1-5	5	4	5	4
6-10	4	3	4	4
11-15	3	3	4	4
16-25	3	3	3	3
More Than 25	3	2	3	3

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[a] The variables used in the analysis are described in Appendix B.

[b] Rounded to the nearest whole week.

Table 3. UNEMPLOYMENT RATES EACH YEAR FROM 1972 THROUGH 1976 AMONG SELECTED GROUPS OF YOUTH

Variable[a]	October 1972-October 1973	October 1973-October 1974	October 1974-October 1975	October 1975-October 1976
Sex				
Male	9%	7%	9%	9%
Female	12%	10%	10%	10%
Race				
Black	19%	17%	14%	14%
White	9%	8%	9%	9%
Hispanic	16%	8%	9%	7%
Other	11%	9%	9%	11%
Socioeconomic Status				
Higher	7%	7%	7%	7%
Middle	9%	8%	8%	8%
Lower	13%	10%	11%	11%
Region				
Northeast	10%	8%	9%	11%
Northcentral	10%	8%	10%	10%
South	10%	9%	8%	8%
West	12%	10%	10%	9%
Ability				
Higher	8%	7%	9%	8%
Medium	9%	8%	8%	8%
Lower	11%	10%	10%	10%
Class Rank				
Lower Quartile	11%	9%	10%	10%
Middle Two Quartiles	9%	8%	9%	9%
Upper Quartile	7%	8%	7%	7%
High School Program				
General	11%	9%	9%	9%
Academic	9%	8%	9%	10%
Vocational	9%	8%	9%	9%
Hours Worked Per Week During Senior Year				
0	15%	12%	11%	11%
1-5	13%	12%	12%	10%
6-10	10%	8%	11%	11%
11-15	9%	8%	9%	10%
16-25	8%	7%	8%	8%
More Than 25	6%	6%	7%	8%

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[a] The variables used in the analysis are described in Appendix B.

During the first year after high school Blacks and Hispanics spent an average of 6 weeks looking for work, almost twice the 3 week average of White youth as shown in Table 4. Lower socioeconomic status youth also averaged longer periods of unemployment--4.5 weeks compared to 3 weeks among middle and higher SES youth. Aside from these sociodemographic differences, only job experience during high school made a difference in the number of weeks spent looking for work: Youth who worked less than 6 hours a week during their last year in high school spent an average of 5 weeks looking for work in the next year, in contrast to the 3 week average of those with more work experience. This work experience was related to differences in unemployment regardless of race: White youth who worked 6 hours a week or more looked for employment an average of 3 weeks compared to the more than 4 week average of White youth with little or no work experience. Black and Hispanic youth with 6 or more hours of work during their senior year in high school looked for nearly 5 weeks compared to the 7 week average of those who did not work, or who worked fewer hours. It should be pointed out that work experience during high school was less common for Blacks and Hispanics, 61% of whom reported work during their senior year, than for Whites, 71% of whom reported work during that year.

Turning to the unemployment rate, we find again substantial differences in the first year after high school between Whites (mean unemployment rate of 9%) and Blacks or Hispanics who together reported an average unemployment rate of 18%. Among the latter group young women (unemployment rate of 22%) experience far more difficulty in finding work than men (unemployment rate of 13%). This interaction between sex and race is less important among White youth: the rate for White women is 10% compared to 8% for White men. In contrast, the interactive effect of race and job experience during high school on unemployment rates is strong among all youth, regardless of race. For example, White youth who worked more than 6 hours a week their senior year had an unemployment rate of 13%--almost double the 7% rate of their less experienced peers. Among Black and Hispanic youth the comparable unemployment rates are 14% and 22%.

Two additional factors were found to be related to the unemployment rate among the 1,821 White youth with little or no work experience during high school: participation in sports during the high school years and the type of job held in October of 1972. Participants and leaders in athletics or sports clubs either in or out of school during the senior year of high school average 9% unemployment compared to the 15% rate among nonparticipants. Finally, among the 1,230 who did not participate in sports, those who were employed at the start of the period as clerical or sales workers averaged a lower rate of unemployment (7%) than craftsmen, operatives, laborers, service workers, and those with no jobs (17%).

Although the analyses of unemployment from October 1972 to October 1973 point to a number of factors related to initial labor market difficulties, it should be noted that the combined main and interactive effects of this set of variables left a great deal of the variation in unemployment unexplained: the R^2 was 2.3% in the analysis of weeks of unemployment and 5.4% in the analysis of the unemployment rate. Undoubtedly part of the difficulty lies in the use of regression techniques with a dependent variable that is not normally distributed--a problem discussed in greater detail in Chapter IV. Nonetheless, it seems reasonable to conclude that many factors related to differences in intitial labor market difficulties lie outside the range of factors incorporated in this analysis.

Table 4. PREDICTORS OF UNEMPLOYMENT AMONG THE HIGH SCHOOL CLASS OF 1972 FROM OCTOBER OF 1972 TO OCTOBER OF 1973

Predictor[a/]	Mean Weeks of Unemployment	Unemployment Rate
Race		
Black or Hispanic	6	18%
White or Other	3	9%
Sex		
Male	b	12%
Female	b	9%
Socioeconomic Status		
Lower	4.5	13%
Middle to Higher	3	8%
Hours Worked Per Week During High School		
Less than 6 Hours	5	15%
6 Hours or More	3	8%
Whites or Others		
Worked Less Than 6 hours Per Week During High School	4	13%
Worked 6 Hours or More During High School	3	7%
Blacks or Hispanics		
Worked Less than 11 Hours	b	21%
Worked 11 Hours or More	b	13%
Whites or "Others" Who Worked 6 Hours a Week or Less In High School and		
Participated in High School Athletics	b	9%
Did Not Participate in High School Athletics	b	15%
Blacks or Hispanics		
Female	b	22%
Male	b	13%

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a/ Only those predictors and interactions among predictors which explained at least 0.5% of the total variance in one of the dependent variables are included in the table.

b/ Less than 0.5% of the total variance.

Unemployment from October 1973 to October 1974

Between October 1973 and October 1974 youth not continuing their education beyond high school averaged 3 weeks of looking for work, 34 weeks in the labor force and an unemployment rate of 9%. By October 1973 several important changes in the status of youth from the Class of 1972 can be observed. The percentage of those married is up from 13% to 22% and the percentage of those with financial depedents is up from 8% to 13%; in addition, 7% have at least one child and 37% no longer live with their parents or other relatives, but reside alone, with their spouse, or other persons not related to them. The number reporting a job in October at the start of the period is up dramatically from 46% to 78% due in part to the time of interview.[7] The portion of those in most categories increased only slightly with two exceptions: the percentage of sales workers increased from 12% to 24% and the percentage of operatives from 9% to 16%. In addition to the indicators of transition to adult roles, measures of the prior labor force experience--namely the number of weeks of unemployment in the prior year and the labor force participation in the prior year--were included in the model.

The number of weeks of unemployment in the prior year was found to be by far the strongest predictor of unemployment during the second full year after high school. Longer amounts of time spent looking for work the prior year were correlated with longer periods of looking in 1973-74 suggesting that the factors producing initial unemployment persisted and/or the fact of being unemployed for a period of time led to continued or even greater difficulties in finding work. Table 5 shows the relationship between the weeks of unemployment in the two years.

Table 5. MEAN WEEKS OF UNEMPLOYMENT FROM OCTOBER 1973 TO OCTOBER 1974 BY AMOUNT OF UNEMPLOYMENT IN THE PRIOR YEAR

Weeks of Unemployment from October 1972 to October 1973	Mean Weeks of Unemployment from October 1972 to October 1974
0 - 1 week	1.7 weeks
2 - 20 weeks	4.3 weeks
21 - 52 weeks	8.6 weeks

$R^2 = 5.8\%$
$p < .001$

For those experiencing two to twenty weeks of unemployment in the prior year, the type of job held in October 1973 was important. Those who had acquired a clerical, sales, or professional/technical/managerial job by the end of the prior year experienced a lower number of weeks looking for work (mean = 3 weeks) than those unemployed or working as laborers, craftsmen, service workers, or operatives (mean = 5 weeks). Among youth with very large amounts of unemployment in the prior year--more than 20 weeks--those who attended high school in small communities had the greatest continued difficulty averaging 12 weeks of unemployment in contrast to 6.5 weeks among those whose high school was in a larger community. However, residence in a small community in October of 1973 shows little relationship to higher unemployment during that year suggesting a difference in the earlier educational or socialization experiences occurring in communities of different size, rather than differences in job opportunities associated with current community size.

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[7] Data on the jobs held in October 1972 and October 1975 are based on answers obtained a year later in the Octobers of 1973 and 1976 which may be responsible for the unusually large numbers reporting no job by type in October 1972 and 1975.

In examining the unemployment rate--a measure which takes into account differences in the amount of time spent in the labor force--the most important predictor of low unemployment was having a job in October 1973. Those with a job of any kind at this point in time subsequently experienced an average unemployment rate of 6%; a rate of 4% among those whose prior rate was less than 6% and a rate of 10% among those whose prior rate was 6% or higher. In contrast, the unemployment rate among those without a job in October 1972 averaged 17%.

Several key characteristics associated with not having a job in October of 1973 can be identified. For example, the rate differs by gender: among young men with no job in October 1973, the rate was 10% compared to 24% among young women with no job at that time. Among this group of young men, those who lived with their parents or other relatives at the start of the period had an unemployment rate of 20%, triple the 6% rate of their peers who lived alone, with a spouse, or with nonrelatives. Among young women who did not have a job in October of 1973, race and marital status were related to their subsequent unemployment rate: the unemployment rate among Black young women--42%--was double that of White or Hispanic women--21%. Among the latter group, the unemployment rate of married women--27%--greatly exceeds the 16% rate of the nonmarried. Perhaps both married women and men living at home can afford to invest a longer period of time looking for work.

The success of the model in explaining unemployment during the second full year after high school has been enhanced by the addition of the indicators of transition stage and prior labor market experiences. The percentage of variation in number of weeks of unemployment and in unemployment rate explained by the model rose to 7% and 13%, respectively, despite the continuing problems associated with the distribution of these variables.

Unemployment from October 1974 to October 1975 and from October 1975 to October 1976

During the next two-year periods the third and fourth years after completing their full-time education, these youth continue to move into adult roles: by October 1974, 37% were married, 19% had at least one child, and 22% reported financial dependents. The percent married increased greatly during the year to 53% by October of 1975.[8] The results of the unemployment analyses for these two years are presented together due to the striking similarity in the findings: in both twelve-month periods the number of weeks unemployed the prior year was by far the most important predictor of the weeks spent looking for work. In fact, the prior year's unemployment alone and in combination with the type of job held in October at the start of the year was the only antecedent to unemployment to emerge in the third and fourth year analyses. In 1975, for example, those unemployed the prior year two weeks or less spend an average of less than 3 weeks looking for work compared to the more than 5 weeks averaged by those with greater amounts of unemployment the prior year. In 1976 the average weeks looked for work increase from 1 week among those whose unemployment the prior year was three weeks or less to 21.5 weeks among those previously unemployed 36 to 49 weeks. In 1975 those who were not working or working as a laborer or operative in October of 1974 experienced more weeks of unemployment in the coming year within all categories of prior unemployment than those with jobs as craftsmen, sales worker, or clerical worker in October 1974.

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[8] Data on number of children, financial dependents and family residence are not available for October of 1975, so the status as of October 1974 on these variables was used in the analyses of unemployment between October 1975 and October 1976.

Prior labor market experience is also the only factor to emerge when looking at the unemployment rate during these years. In 1975 those without a job in October of 1974 averaged 21% unemployment compared to the 7% rate of those with any type of job at the start of the period. Within each of these two categories of youth the cumulative prior unemployment rate (from October 1972 to October 1974) was an important predictor of the subsequent unemployment rate: Among those with no job at the start of the period those whose prior unemployment rate was 12% or less reported a rate of 17% compared to the 31% rate of those whose prior unemployment rate was greater than 12%. Among those employed at the start of the period those whose prior unemployment rate was less than 9% averaged 5% unemployment rate compared to the 13% unemployment rate among those with a higher prior unemployment rate. One important interaction was observed among the large group of youth (4,814) who were employed in October of 1974 and whose prior cumulative unemployment rate was below 9%: Operatives and laborers experienced a subsequent unemployment rate of twice that of those with other jobs (8% to 4%). This suggests that for large numbers of youth finding a job in a stable occupational category results in lower rates of unemployment. In 1976, the prior unemployment rate, in this case cumulative from October 1972 to October 1975, was the only predictor of the unemployment rate--explaining 9% of the variance.

These results indicate that any effects of race, sex, educational experiences and/or socioeconomic status on unemployment during the third and fourth year, if indeed such effects persist, have been reflected in the unemployment levels reported for the first two years; that is, the prior unemployment level is the intervening variable through which these effects operate.

Summary

Several factors related to unemployment during the first year after high school were quite similar to those identified in the earlier analysis of cumulative unemployment from 1972 to 1976, namely, race, socioeconomic status, job experience in the senior year of high school, and gender. Black youth, particularly Black women, and Hispanic youth as well as low SES youth had more difficulty finding work. The more job experience in high school the less unemployment in the first year after high school. In addition, participation or leadership in extracurricular athletics proved important to White youth who lacked job experience. Perhaps it serves as a credential, or indicates motivation or will to work at a disciplined activity.

During the next three years the labor market experiences in earlier years dominate the prediction of unemployment. While in the second year size of high school community, gender and life situation show some effects on unemployment, the most noticeable finding is the persistence of unemployment. Difficulty in finding work tends to repeat itself and perhaps the very fact of prior high levels of unemployment may act as a "negative credential" or black mark in subsequent efforts to find work among youth who do not enroll full-time in post-secondary education.

The type of jobs held at the start of the twelve month period proved important as well: in general, having any job at the start of the period resulted in lower unemployment and having a job as clerical or sales workers resulted in much lower levels of unemployment than jobs in other types of occupations. Unemployment was particularly high among those employed as operatives or laborers.

CHAPTER VII: EMPLOYMENT AMONG YOUTH FROM 1972 THROUGH 1976

The picture presented of the antecedents to youth unemployment would be incomplete without a brief look at the parallel question of employment. Clearly, unemployment is one side of a two-sided coin: a look at employment provides us with a description of the characteristics and educational experiences of those youth who decide to enter the labor force and, having made that decision, are successful in finding work.

As in prior chapters the analysis is restricted to the identification of the antecedents to the labor market experience--in this case, employment--among the members of the high school Class of 1972 who did not enroll full-time in post-secondary education. Employment is defined as the average number of weeks per year youth reported working--part-time or full-time.1/ The full set of personal characteristics, background variables, educational experiences, and indicators of influence of significant others are used to explore the attributes associated with differences in the amount of time youth are employed.2/

A striking difference in the average number of weeks of employment between men and women is seen in Table 1: men averaged 44 weeks of employment compared to the 34 week average of women. The number of hours worked per week during the senior year of high school shows a monotonic ascending relationship with later employment: the more work during high school, the more work after high school. Several additional, but much weaker, predictors of employment were identified. For example, Black youth were employed significantly few weeks than others; lower socioeconomic status youth significantly less than others; and youth from the West significantly less than those from other regions. Educational experiences significantly, but not strongly, related to larger amounts of time employed included participation or leadership in extracurricular athletics, enrollment in an academic or vocational high school program of studies, and enrollment in agricultural education.

Using AID to determine the combined effects of these variables on cumulative employment, we find that women from general high school programs worked fewer weeks on the average than those from vocational or technical programs (30 weeks per year compared to 36). Among women from general high school programs, those who reported that their fathers expected them to finish high school or less averaged 27 weeks per year of employment compared to the 32 week average of those whose fathers expected them to complete some post-secondary education. Among the women from academic and vocational high school programs, the location of the high school was important: those who attended school in small communities worked fewer weeks (mean = 33 weeks) than those from schools in medium sized to very large communities (mean = 38 weeks). Among the young men no further differences in average weeks of employment were observed: race, socioeconomic status, ability and type of educational experience appear unrelated to the amount of time a young man is employed. The status attainment research reviewed in Chapter III suggests, however, that the prestige and/or income of the jobs held by young men during these years may vary by race, SES and ability.3/

1/Only those youth with at least three years of data are included which results in a 79% response rate.

2/A detailed description of the variables used is provided in Appendix B.

3/As the effects of these variables are thought to be mediated by educational attainment in the traditional models of status attainment, their effects on occupational status when educational attainment is held constant at twelfth grade must be tested further.

Table 1. EMPLOYMENT AMONG THE WORKING SAMPLE BY PERSONAL CHARACTERISTICS, HIGH SCHOOL EXPERIENCES, AND INFLUENCE OF OTHERS

Variable[a]	Total (Weighted)	Weeks of[b] Employment	Standard Deviation	Eta^2	Significance
Sex					
Male	3738	44	9.3		
Female	4117	34	16.8	.12	$p<.001$
Race					
Black	737	35	15.2		
White	6366	39	14.5		
Hispanic	306	38	14.6		
Other	427	38	15.4	.01	$p<.001$
Socioeconomic Status					
Higher	770	40	13.5		
Middle	4280	40	14.1		
Lower	2728	37	15.6	.01	$p<.001$
Region					
Northeast	1861	40	13.7		
Northcentral	2351	39	14.5		
South	2394	39	14.8	.01	$p<.001$
West	1261	36	15.6		
Ability					
Higher	653	40	13.8		
Medium	2654	40	14.0		
Lower	2289	38	14.8	.00	$p<.001$
Handicapped					
Physically Handicapped	442	37	15.5		
Not Handicapped	6807	39	14.5	.00	$p<.01$
Language Spoken at Home					
English	6808	39	14.6		
Other	498	39	14.3	.00	NS
Class Rank					
Upper Quartile	748	39	15.3		
Middle Two Quartiles	3316	39	14.3		
Lower Quartile	1782	39	14.1	.00	NS
Grade Average					
B+ or Better	367	40	15.1		
C to B	2865	39	14.7		
Lower than C	3322	39	14.3	.00	NS

"See footnotes at the end of table."

Table 1. p. 2

Variable[a]	Total (Weighted)	Weeks of Employment[b]	Standard Deviation	Eta^2	Significance
Size of Senior Class					
Less Than 400	5209	38	14.9		
Greater Than 400	2657	40	14.1	.00	$p<.001$
Location of High School					
Small Community	3681	38	15.1		
Medium Size Community	947	40	14.0		
Large Community	1379	40	13.9		
Very Large Community	1107	40	14.1	.00	$p<.001$
High School Program					
General	3451	37	15.2		
Academic	1274	40	13.7		
Vocational	3131	40	14.4	.01	$p<.001$
Homework Per Week					
None Assigned	425	39	13.5		
Assigned, Not Done	492	41	11.8		
1-4 Hours	3404	39	14.5		
5-10 Hours	1347	38	15.1		
More Than 10 Hours	155	38	14.8	.00	$p<.001$
Tracking in High School					
Tracked Down	2435	39	14.2		
Tracked Up	644	38	15.5		
Not Tracked	3576	38	14.8	.00	$p<.05$
Remedial Education					
Remedial Math or English	816	37	15.5		
No Remedial Education	7048	39	14.5	.00	$p<.001$
Vocational Education I					
None	2307	38	14.8		
1-4 Semesters	2224	38	15.0		
More Than Four Semesters	3336	39	14.3	.00	$p<.001$
Vocational Education II					
None	7270	38	14.8		
One or More Semesters	594	44	10.6	.01	$p<.001$
Number of Persons Dependent on Parents					
0	3339	38	15.1		
1	1290	39	14.2		
2	1129	40	13.9		
3	802	39	14.6	.00	$p<.01$
4	513	39	14.2		
5	328	38	15.0		
6	409	37	15.0		
7	38	36	15.3		
More Than 7	20	*	*		

"See footnotes at the end of table."

Table 1. p. 3

Variable[a]	Total (Weighted)	Weeks of Employment[b]	Standard Deviation	Eta^2	Significance
Guidance Counseling					
Available and Useful	4302	39	14.4		
Not Available and/or Useful	3565	38	15.0	.00	p<.01
Participation in Extra-curricular Activities					
Participated	5147	39	14.7		
Did Not Participate	2719	39	14.7	.00	NS
Leadership in Extra-curricular Activities					
Leadership Position	1425	40	14.0		
No Leadership Position	6439	39	14.8	.00	p<.01
Extracurricular Athletics					
No Participation	4706	38	15.3		
Participation	2170	41	13.2		
Leadership	372	42	11.4	.01	p<.001
Hours Worked Per Week During Senior Year					
0	1834	34	16.5		
1-5	616	36	15.3		
6-10	739	38	14.6		
11-15	610	40	14.3		
16-25	1807	41	12.8		
More Than 25	1710	42	12.9	.04	p<.001
Job in High School					
Useful to Work or Studies	2105	41	13.8		
Not Useful	5761	38	14.9	.01	p<.001
Job Program Participation					
No Participation	5630	39	14.9		
Upward Bound	52	39	13.7		
Cooperative Vocational Education Program	984	41	13.1		
Neighborhood Youth Corps	422	37	14.9		
High School Work Study	731	39	14.5		
Talent Search	48	37	15.0	.00	p<.001
Father's Education Expectations					
High School Graduation or Lower	1319	37	16.2		
Vocational/Technical School	2016	40	14.2		
2-Year College	729	39	14.6		
4-Year College or Graduate School	1322	40	13.2	.01	p<.001

"See footnotes at the end of table."

Table 1. p. 4

Variable[a]	Total (Weighted)	Weeks of Employment[b]	Standard Deviation	Eta^2	Significance
Mother's Educational Expectations					
High School Graduation or Lower	1274	37	16.2		
Vocational/Technical School	2175	39	14.7		
2-Year College	798	39	14.8		
4-Year College or Graduate School	1406	40	13.3	.00	$p<.001$
Influence of Parents on Plans					
Large Influence	2590	38	15.0		
Less Influence	5277	39	14.5	.00	N.S.
Influence of School Personnel on Plans					
Large Influence	1617	39	14.1		
Less Influence	6247	39	14.8	.00	NS
Influence of Friends on Plans					
Large Influence	1929	39	14.5		
Less Influence	5936	39	14.7	.00	NS
Influence of Other Adults on Plans					
Large Influence	1934	38	15.3		
Less Influence	5931	39	14.4	.00	$p<.001$
Peer Plans					
Work or On-Job Training	2180	40	13.8		
Other	5685	38	14.9	.00	$p<.001$
Labor Force Participation					
0	95	0	0.6		
1	18	1	0.6		
2	19	2	3.0		
3	22	2	1.3		
4	47	3	1.7		
5	21	3	1.4		
6	24	5	2.3		
7	20	5	1.7		
8	34	8	4.0		
9	23	7	2.7		
10	28	8	4.6		
11	20	9	2.7		
12	23	10	2.3		
13	27	11	2.5		
14	27	12	2.6		
15	46	13	3.5	.85	$p<.001$
16	38	13	4.1		

"See footnotes at the end of table."

Table 1. p. 5

Variable [a/]	Total (Weighted)	Weeks of Employment [b/]	Standard Deviation	Eta^2	Significance
17	77	14	5.2		
18	49	17	5.3		
19	23	17	3.6		
20	36	17	4.8		
21	37	17	4.8		
22	34	19	3.6		
23	39	21	5.1		
24	35	21	3.8		
25	54	23	4.6		
26	58	22	6.7		
27	50	25	5.6		
28	53	24	5.0		
29	40	25	5.5		
30	41	27	5.9		
31	37	28	4.4		
32	42	29	7.2		
33	59	30	5.5		
34	101	31	8.2		
35	82	32	6.2		
36	87	32	7.1		
37	104	32	7.6		
38	120	34	8.0		
39	130	35	5.7		
40	116	37	5.0		
41	103	37	5.9		
42	130	38	7.1		
43	121	38	7.1		
44	177	40	6.3		
45	151	41	6.4		
46	191	42	5.9		
47	218	42	7.6		
48	271	43	6.6		
49	359	46	5.5		
50	554	46	6.3		
51	1012	49	4.9		
52	1794	50	4.7		

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a/The variables used in the analysis are described in Appendix B.

b/Rounded to the nearest whole week.

* Cell total too small for accurate measurement.

An analysis of employment status (employed versus not employed) in October of 1972 among members of the high school Class of 1972 who were not enrolled in school at that time found that "individuals holding a job in October 1972, as compared to those not holding a job, were more likely to be White males of somewhat higher ability and somewhat lower levels of personal and family educational and occupational attainment and aspirations."[4/] Our analysis also identifies race and sex as important predictors of employment, but finds that the effects of ability and socioeconomic status associated with holding a job during the first October after high school are not associated with the average amount of time spent employed during the next four years.

The rather large difference in the average number of weeks of employment between men and women which was not observed in the unemployment analysis except among Black youth appears related to the lower labor force participation of women. The lower rates of labor participation by women, as well as by nonWhite youth are reported by Nolfi and his associates: In October of 1972, for example, 95.4% of the male members of the Class of 1972 who were not enrolled in any school were participating in the labor force, compared to 91.1% of their female peers. Similarly, 93.8% of the out-of-school White youth were in the labor force in October of 1972 compared to 91.1% of the out-of-school nonWhite youth.[5/]

Pursuing the question, we see that when labor force participation is divided into seven broad ranges: 0 through 7 weeks, 8 through 15 weeks, 16 through 23 weeks, 24 through 31 weeks, 32 through 39 weeks, 40 through 47 weeks, and 48 through 52 weeks, labor force participation across the entire four year period differs sharply by sex, as well as by the other variables used. As Table 2 shows, women clearly participate in the labor force less than men; Blacks less than other youth; low SES youth less than others and youth in the West less than others. Lower labor force participation is also associated with several characteristics of the educational background: Those from smaller schools and/or schools in smaller communities; those in general high school programs and those who did not take agricultural education also reported lower labor force participation.

The similarity of these variables to the factors related to employment should not be surprising. After all, labor force participation is in part defined by the number of weeks of employment. What is interesting to note, however, is the average number of weeks of employment within these categories of labor force participation reported by selected subgroups of youth. Table 3 illustrates that within each of these categories of labor force participation, practically no difference in the amount of time spent employed is reported by men and women. In contrast, the lower average number of weeks of employment among Blacks and lower SES youth observed earlier remain evident within each category of labor force participation. The small differences in employment related to educational experiences and high school work experience tend to disappear when controlling for labor force participation.

[4/] Reid Creech; Norman E. Freeberg; Donald A. Rock; Kenneth M. Wilson; & Kan-Hua Young, Comparative Analysis of Post-secondary Occupational and Educational Outcomes for the High School Class of 1972 (Washington, D.C.: U.S. DHEW, Office of Education, Office of Planning, Budgeting, and Education, 1977), 366.

[5/] George J. Nolfi; Winship C. Fuller; Arthur Corazzini; William H. Epstein; Richard B. Freeman; Charles F. Manski, Valerie I. Nelson; & David A. Wise, Experiences of Recent High School Graduates (Lexington, Massachusetts: Lexington Books, 1978), 60.

Table 2. PERCENT OF THE WORKING SAMPLE YOUTH IN LABOR FORCE PARTICIPATION BY PERSONAL CHARACTERISTICS, HIGH SCHOOL EXPERIENCES, AND THE INFLUENCE OF SIGNIFICANT OTHERS

	Average Labor Force Participation in Weeks								
Subgroups[a/]	0-7	8-15	16-23	24-31	32-39	40-47	48-52	Total Percent	N
Sex									
Male	*	*	1%	3%	9.5%	19%	67%	100%	3293
Female	8%	7%	7%	8%	12%	19%	38%	100%	3631
Race									
Black	4%	4%	5%	8%	17.5%	24%	38%	100%	625
White	4%	4%	4%	5%	10%	18.5%	53.5%	100%	5640
Hispanic	4%	3%	3.5%	8%	14%	18%	49%	100%	264
Other	7%	3%	5%	4%	8%	19%	55%	100%	379
SES									
Low	6%	5%	4%	6%	12%	20%	47%	100%	2390
Medium	4%	3%	4%	5%	10%	19%	55%	100%	3766
High	3%	4%	4%	5%	10%	20%	55%	100%	705
Region									
Northeast	3%	4%	3%	4%	9%	20%	57%	100%	1629
North Central	5%	3%	3.5%	6.5%	11%	18%	53%	100%	2083
South	4%	4%	5%	6%	12%	18%	51%	100%	2106
West	6%	4%	6%	6%	12%	21%	45%	100%	1112
Ability									
Low	4%	4%	5%	6%	12%	20%	49%	100%	1976
Medium	4%	3%	4%	5%	10%	18.5%	56%	100%	2355
High	5%	2%	2%	5%	8%	22%	56%	100%	613
Handicap									
Don't Have	4%	4%	4%	6%	11%	19%	52%	100%	6007
Have	5%	5%	3%	5.5%	13%	18%	50%	100%	386
English									
Not Spoken in Home	4.5%	3%	4%	5%	11%	21%	52%	100%	430
Spoken in Home	4%	4%	4%	6%	11%	19%	52%	100%	6010

Table 2. p. 2

Subgroups [a]	Average Labor Force Participation in Weeks								
	0-7	8-15	16-23	24-31	32-39	40-47	48-52	Total Percent	N
Class Rank									
Low	4%	3%	3%	5%	11%	20.5%	53%	100%	1551
Medium	4%	3%	5%	6%	10%	19%	53%	100%	2951
High	6.5%	3.5%	3%	5%	10%	19%	53%	100%	678
Grade Average									
B+ or Higher	6%	3.5%	3%	7%	8%	21%	52%	100%	338
C to B	5%	4%	4%	5%	10%	19%	52.5%	100%	2560
Lower than C	4%	3%	4%	6%	11.5%	19%	52.5%	100%	2908
Senior Class Size									
Less Than 400	5%	4%	4%	6%	11.5%	19%	50%	100%	4587
400 or More	4%	3%	4%	5%	10%	19%	55%	100%	2342
High School Location									
Small Community	5%	4%	4.5%	6%	11%	19%	50%	100%	3248
Medium Community	4%	2%	5%	5%	9%	20%	55%	100%	827
Large Community	4%	3%	3%	5%	11%	18%	56%	100%	1213
Very Large Community	4%	3.5%	4%	5%	11%	21%	51.5%	100%	980
High School Program									
General	5%	4%	5%	6%	12%	20%	48%	100%	3017
Academic	4%	4%	3%	4%	10%	21%	56%	100%	1140
Vocational	4%	4%	4%	6%	11%	18%	54.5%	100%	2765
Homework									
None Assigned	3%	1%	4%	5%	12%	19.5%	56%	100%	379
Have But Don't Do	1.5%	2%	4%	4%	9.5%	21%	58%	100%	439
Less Than 5 Hours/Week	4%	3%	4%	5.5%	11%	19%	53%	100%	2985
5 to 10 Hours/Week	6%	4%	4%	6%	10%	20%	50%	100%	1200
More Than 10 Hours/Week	6%	3%	2%	4%	14.5%	21%	51%	100%	139

"See footnote at the end of table."

Table 2. p. 3

Subgroups a/	Average Labor Force Participation in Weeks								
	0-7	8-15	16-23	24-31	32-39	40-47	48-52	Total Percent	N
Track									
Tracked Down	4%	3%	4%	5%	11%	20%	53%	100%	2148
Tracked Up	8%	4%	3%	6%	10%	18%	52%	100%	578
Not Tracked	4%	4%	5%	6%	11%	18%	52%	100%	3150
Remedial Education									
Did Not Take	4%	4%	4%	6%	11%	19%	52%	100%	6212
Did Take	6%	3%	6%	5%	13%	19%	48%	100%	718
Vocational Education									
No Vocational Education	5%	5%	3.5%	6%	12%	20%	50%	100%	2023
4 Semesters or Less	5%	2.5%	5%	6%	10.5%	19%	52%	100%	1969
More Than 4 Semesters	4%	4%	4%	5%	11%	19%	54%	100%	2937
Vocational Education									
Did Not Take Agricultural	5%	4%	4%	6%	11%	19%	51%	100%	6403
Took Agricultural	0.5%	1%	2%	2%	9%	19%	66%	100%	527
Dependent on Parents									
0 People	5%	4%	4%	5%	11.5%	19.5%	51%	100%	2926
1 "	4%	3.5%	3%	6%	10%	20%	53%	100%	1145
2 "	3%	4%	4%	5.5%	8%	20%	56%	100%	1008
3 "	4%	3.5%	6%	5%	11%	17%	53%	100%	705
4 "	5%	1%	6%	5%	13%	17%	53%	100%	452
5 "	4%	4%	4%	6.5%	13%	16%	53%	100%	291
6 "	5.5%	4%	5%	7%	13.5%	19%	45.5%	100%	355
7 "	7%	5%	10.5%	6.5%	14%	15%	*	100%	31
8 "	*	*	*	*	*	*	*	*	11
9 "	*	*	*	*	*	*	*	*	1
10 "	*	*	*	*	*	*	*	*	1
11 "	*	*	*	*	*	*	*	*	2
12 "	*	*	*	*	*	*	*	*	2
Guidance Counselor									
Not Available or Useful	5%	4%	4%	6%	12%	19%	50%	100%	3125
Available and Useful	4%	3%	4%	5.5%	10%	19%	53%	100%	3804

Table 2. p. 4

Subgroups[a/]	0-7	8-15	16-23	24-31	32-39	40-47	48-52	Total Percent	N
	Average Labor Force Participation in Weeks								
Extracurricular Participation									
Did Not Participate	4%	4%	5%	5%	10%	20%	51%	100%	2388
Participated	5%	4%	4%	6%	11%	18%	52%	100%	4541
Extracurricular Leadership									
Was Not Leader	5%	4%	4%	6%	11%	19%	51%	100%	5653
Leader	4%	4%	4%	5%	12%	17.5%	54%	100%	1277
Athlete									
Did Not Participate	6%	4%	5%	6%	10%	19.5%	49%	100%	4158
Did Participate	2.5%	3%	2%	5%	11%	18%	57.5%	100%	1913
Was Leader	1%	1%	3%	4%	12%	18%	60%	100%	327
Job in High School									
Did Not Work	8.5%	5%	5.5%	7%	12%	20%	41%	100%	1616
Worked Less Than 6 Hours	5%	4%	5%	7%	13%	22%	44%	100%	525
Worked 6 to 10 Hours	5%	4%	3.5%	5.5%	13%	19%	50%	100%	658
Worked 11 to 15 Hours	4%	3%	5.5%	4%	10%	18%	56%	100%	543
Worked 16 to 25 Hours	2%	3.5%	3%	5%	10%	20%	56%	100%	1592
Worked More Than 25 Hours	2.5%	3%	3%	4%	8%	16.5%	62%	100%	1519
Job Useful for Future Employment									
Not Useful	5%	4%	4%	5.5%	12%	20%	50%	100%	5067
Useful	3%	3%	4%	6%	8.5%	18%	58%	100%	1862
Job Program									
Did Not Participate	5%	4%	4%	5.5%	11%	19%	51%	100%	4973
Upward Bound	*	6%	3%	3%	20%	22%	46%	100%	43
Cooperative Voc. Ed.	2.5%	2%	3%	6%	10%	20%	57%	100%	870
Neighborhood Youth Corps	4%	4%	5%	7%	14%	20%	47%	100%	371
High School Work Study	4%	3%	6%	5%	10.5%	17%	54%	100%	632
Talent Search	1.5%	3%	3%	6%	17%	27%	43%	100%	41

"See footnote at the end of table."

Table 2. p. 5

Subgroups[a]	Average Labor Force Participation in Weeks								
	0-7	8-15	16-23	24-31	32-39	40-47	48-52	Total Percent	N
Father's Expectations									
Graduate H.S. or Less	6%	6%	4%	6%	9%	17%	51%	100%	1160
Voc. Ed. or Tech. School	4%	3%	4%	5.5%	11%	18%	54%	100%	1769
2 Year or Community Coll.	4%	4%	3%	4%	8%	21%	56%	100%	622
4 Year College or More	3%	3%	4%	5%	12%	21%	52%	100%	1187
Mother's Expectations									
Graduate H.S. or Less	7%	6%	4%	5%	10%	18%	49%	100%	1122
Voc. Ed. or Tech. School	5%	3%	5%	6%	11%	18%	51%	100%	1907
2 Year or Community Coll.	3%	4%	4%	5%	10%	19%	54%	100%	680
4 Year College or More	3%	4%	3%	5%	11%	20.5%	53%	100%	1261
Parents' Influence									
Not Influenced	4%	4%	4%	5.5%	11%	19%	53%	100%	4650
Influenced	5%	4%	4.5%	6%	12%	19%	50%	100%	2280
Friends' Influence									
Not Influenced	4%	4%	4%	5.5%	11%	19%	53%	100%	5233
Influenced	5%	3%	5%	6%	11%	20%	50%	100%	1697
School Personnel Influence									
Not Influenced	5%	4%	4%	6%	11%	19%	52%	100%	5510
Influenced	4%	3%	4%	5%	12%	20%	52%	100%	1420
Other Adult Influence									
Not Influenced	4%	4%	4%	5%	11%	19%	53%	100%	5236
Influenced	6%	4%	5.5%	6%	12%	19%	48%	100%	1694
Peer Plans									
Other Plans	5%	4%	4%	6%	12%	19%	50%	100%	5015
Plan to Work	3%	3%	4%	5%	9%	19%	57%	100%	1914

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a/The variables used in the analysis are described in Appendix B.

*Cell total too small for accurate measurement.

Table 3. AVERAGE WEEKS OF EMPLOYMENT AMONG WORKING SAMPLE YOUTH BY PERSONAL CHARACTERISTICS, HIGH SCHOOL EXPERIENCES, AND INFLUENCE OF SIGNIFICANT OTHERS

Subgroups[a/]	Average Labor Force Participation in Weeks													
	0-7		8-15		16-23		24-31		32-39		40-47		48-52	
	$\overline{X}$	(s)	$\overline{X}$	(s)	$\overline{X}$	(s)	$\overline{X}$	(s)	$\overline{X}$	(s)	$\overline{X}$	(s)	$\overline{X}$	(s)
Sex														
Male	*	*	*	*	17	(4.4)	24	(5.4)	34	(6.5)	40	(6.8)	48	(5.3)
Female	2	(2.4)	11	(3.4)	17	(4.6)	25	(5.2)	32	(7.4)	39	(7.4)	49	(5.3)
Race														
Black	*	*	*	*	15	(4.9)	22	(7.1)	31	(8.2)	38	(9.2)	47	(7.3)
White	2.5	(2.4)	11	(3.4)	17	(4.6)	25	(4.5)	33	(6.7)	39.5	(6.8)	49	(5.0)
Hispanic	*	*	*	*	*	*	*	*	31.5	(8.2)	40	(5.7)	49	(4.2)
Other	*	*	*	*	*	*	*	*	31	(8.5)	40	(7.1)	48	(6.4)
SES														
Low	2	(2.5)	10	(3.8)	16	(4.6)	23	(6.3)	31.5	(7.8)	39	(7.5)	48	(5.6)
Medium	3	(2.4)	11	(3.2)	17	(4.6)	25	(4.5)	33	(6.9)	39	(7.0)	49	(5.2)
High	*	*	*	*	*	*	25	(3.2)	35	(5.0)	40	(6.4)	49	(4.7)
Region														
Northeast	3	(2.9)	11	(4.2)	18	(3.6)	25	(4.6)	33	(7.4)	39	(7.4)	49	(5.3)
North Central	2	(2.4)	10.5	(3.1)	17	(5.3)	25	(5.0)	33	(6.1)	39	(7.3)	48	(5.4)
South	2.5	(2.4)	10	(3.2)	17	(4.5)	24.5	(5.3)	32	(6.8)	40	(7.3)	49	(4.7)
West	2	(2.3)	11	(3.2)	16	(4.6)	23	(6.2)	32	(8.6)	40	(6.0)	48	(6.0)
Ability														
Low	3	(2.5)	11	(3.0)	17	(4.8)	24.5	(5.5)	32	(8.1)	40	(7.3)	48	(5.5)
Medium	2.5	(2.5)	11	(3.6)	17	(4.6)	25	(5.1)	33	(6.4)	39.5	(6.9)	49	(4.9)
High	*	*	*	*	*	*	25	(4.3)	34.5	(5.6)	40	(6.8)	48	(5.1)
Handicap														
Don't Have	2	(2.5)	11	(3.3)	17	(4.5)	24	(5.3)	33	(7.1)	39	(7.1)	49	(5.2)
Have	*	*	*	*	*	*	*	*	31	(9.0)	38	(8.4)	48	(5.5)
English														
Not Spoken in Home	*	*	*	*	*	*	*	*	32	(7.3)	39	(8.2)	48.5	(6.0)
Spoken in Home	2.5	(2.5)	11	(3.5)	17	(4.6)	24	(5.3)	33	(7.2)	39	(7.1)	48.5	(5.2)

"See footnote at the end of table."

Table 3. p. 2

Subgroups[a/]	Average Labor Force Participation in Weeks 0-7		8-15		16-23		24-31		32-39		40-47		48-52	
	$\bar{X}$	(s)	$\bar{X}$	(s)	$\bar{X}$	(s)	$\bar{X}$	(s)	$\bar{X}$	(s)	$\bar{X}$	(s)	$\bar{X}$	(s)
Class Rank														
Low	3	(2.5)	10	(2.9)	17	(4.1)	24	(6.0)	32	(7.9)	39	(6.8)	48	(5.4)
Medium	2.5	(2.5)	10.5	(3.5)	16	(5.0)	24	(5.3)	33	(7.1)	40	(6.8)	48.5	(5.1)
High	2	(2.3)	*	*	*	*	26	(3.6)	35	(4.1)	39	(7.3)	49	(4.8)
Grade Average														
B+ or Higher	*	*	*	*	*	*	*	*	*	*	41	(5.5)	50	(3.7)
C to B	2.5	(2.6)	11	(3.4)	17	(4.6)	25	(4.9)	33	(7.4)	40	(7.0)	49	(5.0)
Lower than C	3	(2.3)	10	(3.6)	16	(5.0)	24	(5.7)	32	(7.6)	39	(6.8)	48	(5.5)
Senior Class Size														
Less Than 400	2	(2.4)	11	(3.6)	17	(4.4)	24	(5.1)	33	(6.8)	39	(7.2)	48	(5.5)
400 or More	3	(2.6)	11	(3.1)	17	(4.9)	25	(5.6)	32	(7.8)	40	(6.8)	49	(4.8)
High School Location														
Small Community	2	(2.4)	11	(3.1)	17	(4.7)	25	(4.5)	32	(8.0)	39	(7.5)	48	(5.5)
Medium Community	3	(2.4)	*	*	16	(5.1)	24	(5.3)	33	(5.4)	40	(7.0)	49	(5.0)
Large Community	2.5	(2.6)	10	(3.4)	18	(3.4)	25	(5.2)	33	(7.3)	40	(6.6)	49	(5.0)
Very Large Community	3	(2.6)	10	(3.2)	17	(4.9)	23	(7.8)	33	(6.2)	39	(7.0)	49	(4.4)
High School Program														
General	2.5	(2.5)	10.5	(3.7)	17	(4.7)	24	(5.5)	33	(7.3)	39.5	(6.7)	48	(5.6)
Academic	2	(2.1)	10	(3.1)	17	(4.8)	26	(4.5)	34	(6.3)	39	(7.3)	49	(5.0)
Vocational	3	(2.5)	11	(3.2)	16.5	(4.4)	25	(5.1)	32	(7.2)	39	(7.6)	49	(5.1)
Homework														
None Assigned	*	*	*	*	*	*	*	*	31	(8.9)	38	(9.3)	47	(5.9)
Have But Don't Do	*	*	*	*	*	*	*	*	32	(7.6)	39	(6.7)	48	(6.2)
Less Than 5 Hours/Week	2	(2.5)	11	(3.2)	17	(4.6)	24	(5.2)	32.5	(7.4)	39.5	(7.0)	49	(4.9)
5 to 10 Hours/Week	3	(2.5)	11	(2.8)	16	(4.6)	25	(5.3)	34	(5.3)	40	(6.6)	49	(4.8)
More Than 10 Hours/Week	*	*	*	*	*	*	*	*	*	*	*	*	48	(6.3)

Table 3. p. 3

Subgroups[a/]	Average Labor Force Participation in Weeks													
	0-7		8-15		16-23		24-31		32-39		40-47		48-52	
	$\bar{X}$	(s)	$\bar{X}$	(s)	$\bar{X}$	(s)	$\bar{X}$	(s)	$\bar{X}$	(s)	$\bar{X}$	(s)	$\bar{X}$	(s)
Track														
Tracked Down	3	(2.6)	11	(3.6)	17	(4.6)	24	(6.0)	32	(7.6)	40	(6.7)	49	(5.1)
Tracked Up	2	(2.5)	*	*	*	*	26	(4.5)	35	(4.6)	40	(6.8)	48	(6.2)
Not Tracked	3	(2.3)	10.5	(3.1)	17	(5.0)	24.5	(5.1)	32	(7.3)	39	(7.4)	49	(5.2)
Remedial Education														
Did Not Take	2.5	(2.5)	11	(3.3)	17	(4.4)	24.5	(5.3)	33	(7.0)	39.5	(7.0)	49	(5.2)
Did Take	2	(2.2)	*	*	16	(5.4)	24	(5.4)	32	(8.1)	39	(8.2)	48	(6.0)
Vocational Education														
No Vocational Education	2	(2.4)	11	(4.1)	16.5	(5.1)	24	(5.3)	33	(7.0)	39	(7.7)	48.5	(5.5)
4 Semesters or Less	2.5	(2.4)	11	(3.3)	16	(4.8)	24	(5.8)	33	(6.1)	39	(7.1)	48	(5.8)
More Than 4 Semesters	2.5	(2.5)	11	(2.8)	17	(4.0)	25	(4.7)	32	(7.8)	40	(6.6)	49	(4.8)
Vocational Education														
Did Not Take Agricultural	2	(2.4)	11	(3.4)	17	(4.6)	25	(5.2)	32.5	(7.1)	39	(7.1)	49	(5.2)
Took Agricultural	*	*	*	*	*	*	*	*	35	(7.0)	40	(6.7)	48	(6.1)
Dependent on Parents														
0 People	2.5	(2.5)	10.5	(3.7)	16.5	(4.9)	25	(5.3)	33	(6.6)	39	(7.5)	49	(5.4)
1 "	2	(2.3)	10	(3.5)	17	(5.2)	24	(5.4)	32	(7.1)	40	(6.2)	48	(5.0)
2 "	2.5	(2.5)	12	(2.7)	17	(4.4)	25	(4.8)	31	(9.6)	39	(6.8)	49	(5.2)
3 "	2	(2.3)	*	*	18	(3.0)	25	(5.5)	32	(7.3)	39.5	(6.9)	49	(4.3)
4 "	*	*	*	*	*	*	*	*	34	(6.3)	40	(6.8)	48	(6.1)
5 "	*	*	*	*	*	*	*	*	32	(8.4)	41	(5.2)	48	(5.5)
6 "	*	*	*	*	*	*	*	*	33	(5.4)	40	(9.1)	48	(5.6)
7 or more	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Guidance Counselor														
Not Available or Useful	2	(2.4)	10.5	(3.8)	17	(4.5)	25	(4.8)	32	(7.3)	39	(7.5)	48.5	(5.6)
Available and Useful	2	(2.5)	11	(3.0)	17	(4.7)	24	(5.6)	33	(7.0)	40	(6.8)	49	(5.0)

Table 3. p. 4

Subgroups[a]	Average Labor Force Participation in Weeks													
	0-7		8-15		16-23		24-31		32-39		40-47		48-52	
	$\bar{X}$	*(s)*	$\bar{X}$	*(s)*	$\bar{X}$	*(s)*	$\bar{X}$	*(s)*	$\bar{X}$	*(s)*	$\bar{X}$	*(s)*	$\bar{X}$	*(s)*
Extracurricular Participation														
Did Not Participate	2	*(2.3)*	11	*(3.4)*	17	*(4.5)*	25	*(6.1)*	33	*(7.5)*	39	*(7.1)*	48	*(5.3)*
Participated	3	*(2.5)*	11	*(3.5)*	17	*(4.6)*	24	*(4.8)*	33	*(6.9)*	40	*(7.1)*	49	*(5.3)*
Extracurricular Leadership														
Was Not Leader	2.5	*(2.5)*	11	*(3.6)*	17	*(4.7)*	24.5	*(5.4)*	32.5	*(7.3)*	39	*(7.2)*	48.5	*(5.4)*
Leader	2	*(2.3)*	11	*(2.5)*	18	*(3.7)*	24	*(4.7)*	33	*(6.5)*	40	*(6.8)*	49	*(5.0)*
Athlete														
Did Not Participate	2.5	*(2.4)*	11	*(3.5)*	17	*(4.7)*	24.5	*(5.4)*	32	*(7.3)*	39	*(7.2)*	48.5	*(5.2)*
Did Participate	3	*(2.6)*	11	*(3.2)*	17.5	*(4.4)*	24.5	*(4.5)*	33	*(7.0)*	40	*(6.7)*	49	*(5.5)*
Was Leader	*	*	*	*	*	*	*	*	34	*(5.7)*	39	*(7.1)*	48.5	*(5.1)*
Job in High School														
Did Not Work	2	*(2.4)*	10	*(3.9)*	16	*(5.1)*	24	*(6.3)*	32	*(6.9)*	39	*(7.1)*	48	*(6.2)*
Worked Less Than 6 Hours	*	*	*	*	*	*	23	*(5.5)*	32	*(6.6)*	39	*(7.9)*	48	*(5.9)*
Worked 6 to 10 Hours	2	*(2.5)*	*	*	*	*	25	*(4.1)*	32	*(8.6)*	38	*(8.1)*	48	*(5.7)*
Worked 11 to 15 Hours	*	*	*	*	18	*(3.5)*	*	*	32	*(8.8)*	40	*(6.2)*	49	*(5.1)*
Worked 16 to 25 Hours	3	*(2.6)*	11	*(3.1)*	18	*(4.1)*	25	*(5.0)*	33	*(7.2)*	40	*(6.9)*	49	*(4.9)*
Worked More Than 25 Hours	3	*(2.4)*	11	*(3.3)*	17	*(4.5)*	25	*(4.5)*	34	*(6.1)*	40	*(6.9)*	49	*(4.5)*
Job Useful for Future Employment														
Not Useful	2.5	*(2.4)*	10.5	*(3.7)*	17	*(4.5)*	25	*(5.3)*	33	*(7.1)*	39	*(7.1)*	48	*(5.5)*
Useful	2	*(2.5)*	11	*(2.5)*	17	*(5.0)*	24	*(5.3)*	33	*(7.4)*	40	*(7.0)*	49	*(4.8)*
Job Program														
Did Not Participate	2	*(2.4)*	11	*(3.0)*	17	*(4.8)*	25	*(5.2)*	33	*(6.9)*	39	*(7.0)*	49	*(5.3)*
Upward Bound	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Cooperative Voc. Ed.	*	*	*	*	*	*	23	*(5.5)*	32	*(6.9)*	40	*(7.5)*	49	*(4.5)*
Neighborhood Youth Corps	*	*	*	*	*	*	*	*	30	*(9.1)*	38	*(7.2)*	48	*(6.0)*
High School Work Study	*	*	*	*	17	*(3.5)*	25	*(3.8)*	33	*(7.1)*	39	*(7.5)*	48	*(6.0)*
Talent Search	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Table 3. p. 5

Subgroups[a]	Average Labor Force Participation in Weeks													
	0-7		8-15		16-23		24-31		32-39		40-47		48-52	
	$\bar{X}$	(s)	$\bar{X}$	(s)	$\bar{X}$	(s)	$\bar{X}$	(s)	$\bar{X}$	(s)	$\bar{X}$	(s)	$\bar{X}$	(s)
Father's Expectations														
Graduate H.S. or Less	3	(2.7)	11	(3.7)	17	(4.0)	24	(5.4)	31	(9.3)	39	(6.9)	49	(5.9)
Voc. Ed. or Tech. School	2	(2.3)	11	(3.7)	16	(5.1)	24	(6.1)	33	(7.1)	40	(7.2)	49	(4.4)
2 Year or Community Coll.	*	*	*	*	*	*	*	*	33	(6.5)	40	(5.7)	48	(5.6)
4 Year College or More	2	(2.2)	11	(2.9)	18	(3.0)	24	(5.1)	33.5	(5.9)	39	(6.4)	49	(4.8)
Mother's Expectations														
Graduate H.S. or Less	3	(2.7)	11	(3.8)	18	(4.0)	24	(6.4)	31	(8.5)	39	(7.6)	49	(5.6)
Voc. Ed. or Tech. School	2.5	(2.4)	10.5	(3.5)	17	(4.7)	24	(5.3)	33	(7.3)	39	(7.8)	49	(4.9)
2 Year or Community Coll.	*	*	10.5	(3.3)	17	(3.6)	25	(4.1)	31.5	(8.3)	40	(6.3)	48	(5.9)
4 Year College or More	2	(2.2)	11	(2.7)	18	(3.3)	24	(4.8)	33.5	(5.9)	39	(6.5)	49	(4.6)
Parents' Influence														
Not Influenced	2	(2.4)	11	(3.5)	17	(4.5)	25	(5.2)	33	(7.0)	39	(6.9)	48.5	(5.4)
Influenced	2.5	(2.6)	11	(3.4)	17	(4.8)	24	(5.5)	32.5	(7.4)	39.5	(7.5)	49	(4.9)
Friends' Influence														
Not Influenced	2	(2.4)	11	(3.6)	17	(4.5)	24	(5.6)	33	(7.1)	39	(7.2)	49	(5.2)
Influenced	3	(2.5)	11	(2.7)	17	(4.7)	25	(4.0)	33	(7.2)	40	(7.0)	48.5	(5.5)
School Personnel Influence														
Not Influenced	2	(2.4)	11	(3.6)	17	(4.5)	25	(5.2)	33	(7.1)	39	(7.0)	49	(5.1)
Influenced	3	(2.6)	11	(2.5)	17	(5.1)	24	(5.7)	32	(7.3)	39	(7.7)	48	(5.8)
Other Adult Influence														
Not Influenced	2	(2.4)	11	(3.7)	17	(4.6)	24	(5.2)	33	(7.2)	39	(7.2)	49	(5.2)
Influenced	3	(2.5)	10	(2.7)	17	(4.7)	25	(5.4)	32.5	(6.9)	40	(6.9)	48.5	(5.4)
Peer Plans														
Other Plans	2	(2.5)	10.5	(3.5)	17	(4.6)	24	(5.3)	33	(7.1)	40	(6.9)	48	(5.4)
Plan to Work	3	(2.3)	11	(3.2)	17	(4.5)	25	(5.3)	33	(7.1)	38	(7.4)	49	(4.9)

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a/The variables used in the analysis are described in Appendix B.

*Cell total too small for accurate measurement.

Thus in identifying the personal, social, and educational antecedents to employment, we have to a large extent identified as well the factors associated with entry into the labor force. It is impossible in this analysis to clarify the causal patterns. One can only speculate about the underlying dynamics. Decisions to enter the labor force and/or the decision to go to work are the outcome of complex factors, including labor market conditions which define the availability as well as the economic and social costs and benefits of employment; the personal preferences of the individual regarding the allocation of time and resources to activities like work, further education and family responsibilities; and the adequacy of preparation for work and personal abilities of each youth. The differences in educational experiences and preparation may result from the same factors that produced personal preferences regarding employment; unlike the analysis of unemployment which is based on the time a youth spent looking for work; the analysis of employment rests on no similar indication of the respondent's interest in employment. While undoubtedly many youth not participating in the labor force are discouraged by prior failures or lack of employment opportunities, many others have chosen other activities. Consideration of the factors governing employment decisions should be kept in mind when evaluating these results. The antecedents to employment reported in this chapter should, therefore, be cautiously interpreted as empirical data describing the characteristics and educational preparation prevailing among youth who *do* become employed.

APPENDIX A

AN OVERVIEW OF THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

APPENDIX A: AN OVERVIEW OF THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

The National Longitudinal Study of the High School Class of 1972, sponsored by the National Center for Education Statistics, has as its primary purpose ". . . the observation of the educational and vocational activities, plans, aspirations, and attitude of young people after they leave high school and the investigation of the relationships of this information to their prior educational experiences, personal and biographical characteristics."[1] Participants, all of whom were seniors in high school in the Spring of 1972, were asked about their education and work experiences, their attitudes and aspirations and their family background at four points in time: the Spring of 1972 and the Octobers of 1973, 1974, and 1976. In addition, a Student Record Information Form, six aptitude tests, and an activity state questionnaire were also completed. Based on these data collection efforts, more than 2500 variables are also included on the master file.

Sampling[2]

The sample was a deeply stratified two-stage probability sample with schools as the first stage sampling unit and students as the second. The population being sampled was composed of those individuals who were in the twelfth grade in 1972, and who were enrolled in a public, private, or church affiliated school in one of the fifty states or the District of Columbia.

The sample was broken down into six hundred final strata by the following criteria: type of control (public or private), geographic region, twelfth grade class size, proximity to higher educational institutions, percent of minority group enrollment, income level of the community, and degree of urbanization. Schools in low income areas with high minority enrollment were sampled at approximately twice the sampling rate for remaining schools. Schools with a class size of less than three hundred were picked with probabilities proportional to their estimated number of seniors without replacement. Schools in remaining strata were selected with equal probability and without replacement.

Within each of the final strata four schools were selected. Two were randomly picked as sample schools, and the other two were retained in case one or both of the primary schools refused to participate or became ineligible. Eighteen students per school were randomly selected from the senior class, along with five students picked as alternates. They were selected with equal probability and no replacement within schools.

Data Collection

The Educational Testing Service administered the base year survey and the six aptitude tests from April to June of 1972 (see Table 1). In addition, the Student Record Information Form was completed by the schools in order to provide data on the educational setting and academic curriculum and performance for each student.

1/ Jay R. Levinsohn, Louise B. Henderson, John A. Riccobono, and R. Paul Moore, Base Year, First, Second and Third Follow-up Data File Users Manual, Vol. 1, (Research Triangle Park, North Carolina: Research Triangle Institute, 1978), 1.

2/ The following is a summary of the information on the data base presented in Levinsohn, et al. cited above.

Table 1. SUMMARY OF THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972 DATA COLLECTION

Questionnaire	Time of Collection	Number of Eligible Cases[a]	Response Rate
Base Year	April - June 1972	19,144	-
Student Record Information Form	April - June 1972	20,144	-
First Follow-up	October 1973 - April 1974	23,451	91.0%
Second Follow-up	October 1974 - June 1975	23,451	89.0%
Activity State Questionnaire	October 1974 - June 1975	23,451	83.8%
Third Follow-up	October 1976 - June 1977	23,451	85.7%
Final Sample Attained	-	22,652	-

[a] The base year survey sample consisted of 948 primary schools as well as 121 supplement schools. The first follow-up consisted of the same 948 schools plus 257 resurvey schools who had originally refused to participate. The students from the 121 back up schools from the base year were not surveyed, but were considered part of the core of respondents. The second and third follow-ups were composed of all those respondents from the first follow-up, as well as the 121 supplement schools. Because of location and eligibility problems, each survey after the base year had a "targeted" amount of respondents, but the core number was still considered as the base for these surveys. The final number of cases was reduced from this core due to the fact that 799 people from the total never completed any questionnaire.

The Research Triangle Institute (RTI) was responsible for the administration of the subsequent surveys, as well as for the preparation of the data tapes. An extensive tracing was performed before the first follow-up in order to locate the individuals involved in the survey. Also, before each survey the RTI performed mailings to remind the respondents of their participation in the study. For those who did not mail back questionnaires, the Bureau of the Census conducted individual interviews.

At the time of the second follow-up survey a special Activity State Questionnaire was used to collect data on the primary activities in the Octobers of 1972 and 1973 to combat the problem of high rates of item nonresponse on these questions, particularly among low SES and low aptitude members of the sample. This survey contained no original questions, and was conducted by telephone and personal interviews.

APPENDIX B

VARIABLES USED IN THE ANALYSES OF UNEMPLOYMENT AND EMPLOYMENT

APPENDIX B: VARIABLES USED IN THE ANALYSES OF UNEMPLOYMENT AND EMPLOYMENT

I. Dependent Variables

The measures employment and unemployment are based on the number of weeks per year a youth reports that he or she 1) has worked, or 2) has not worked, but has been looking for work, on a layoff from a job or waiting to report to a job. The first follow-up questionnaire provides data on the period from October 1972 to October 1973; the second on the period from October 1973 to October 1974; and the third from October 1974 to October 1975 and from October 1975 to October 1976.

A. Coding

1. Employment

Respondents were asked for each specific time period of October to October: "About how many weeks did you work altogether? (Count all weeks in which you did any work at all or were on paid vacation)" ___ Number of weeks.[1]

However, in the second follow-up certain respondents were routed around this question on the basis of their answer to a prior question asked: "Were you looking for work during the first week of October 1974?"[2] Those who responded: "Yes and did NOT work at any job during the period October 1973 to October 1974" or "NO and did NOT work at any job during the period October 1973 to October 1974" were not asked the number of weeks worked during that year. Zero weeks of employment was assigned to these 1439 respondents.

The total number of weeks of employment reported by each youth was divided by the number of years for which he responded to provide the value for average number of weeks per year employed—the dependent variable—which ranges from 0 to 52. It should be noted that employment includes any work--part-time or full-time.

2. Unemployment

Respondents were asked for each time period of October to October: "About how many weeks did you spend looking for work or on layoff from a job or waiting to report to a job?" ___ Number of weeks.

However, in the second follow-up the same respondents routed around the employment question were also routed around this question.

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[1] First Follow-up Question 58
Second Follow-up Question 97
Third Follow-up Question 42

[2] Second Follow-up Question 91

That is, a respondent who had not worked from October 1973 to October 1974 was not asked how many weeks that year were spent looking for work, resulting in 1,439 respondents who were not asked the total number of weeks that year they were unemployed but looking. The imputations were more difficult in this case. Those respondents were asked two subsequent questions which provide some information on their unemployment:

(1) If they reported looking for work during the month of September 1974 they were asked how long they had been looking.[3] Four answer categories were provided: "Less than two weeks," "2-4 weeks," "5-9 weeks," and "10 weeks or more." The most conservative number (1, 2, 5 or 10 weeks) was the imputed unemployment for the 234 respondents who answered this question and not the basic unemployment question;

(2) All respondents were asked "At any time from October 1973 through October 1974 were you looking for work or for a different job or employer?"[4]

Using the answers to the earlier questions as screening devices, those respondents who did not work from October 1973 to October 1974 were not looking for work during September 1974, who answered "no" were assigned a zero on number of weeks spent looking for work during the year. This provided data for an additional 840 cases. The total number of cases who could not be assigned a value on weeks of unemployment due to the routing pattern was 365. It should be noted that all of these persons had not worked during the prior year, but had looked for work at some time.

The third follow-up questionnaire used a screening question prior to asking for weeks of unemployment in each of the two years:

> "In each of these 52-week periods from a) October 1974 to October 1975 and from b) October 1975 to October 1976, were there any weeks in which you were NOT working and were looking for work, on layoff from a job or waiting to report to work?"[5] "No" or "Yes" and if yes ___ "How many" for each period. Thus, the respondents who answered "No" were assigned a zero to number of weeks unemployed. The total number of weeks of looking for work were divided by the number of years for which data are available to get the average number of weeks per year spent unemployed for the analyses of cumulative unemployment across the four years.

3. Unemployment Rate

The unemployment rate for any given year is calculated as:

$$\text{Unemployment Rate} = \frac{\text{Number of Weeks in Year Looking for Work}}{\text{Number of Weeks in Year Looking for Work Plus Number of Weeks in Year Employed}}$$

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[3] Second Follow-up Question 101

[4] Second Follow-up Question 103

[5] Third Follow-up Question 43

The cumulative unemployment rate is similar:

$$\text{Cumulative Unemployment Rate} = \frac{\text{Average Number of Weeks Per Year Looking for Work}}{\text{Average Number of Weeks Per Year Looking for Work Plus Average Number of Weeks Per Year Employed}}$$

It should be noted that the denominator to the unemployment rate, the sum of the weeks spent looking and the weeks spent employed is referred to as "time in the labor force" in weeks.

B. Usable Cases

Examination of the variance in time spent working and not working but looking reported by individual respondents revealed that considerable variation exists in the time spent working and time spent looking by an individual in different years. For this reason, we decided to use only those cases on which data was available for at least 3 of the 4 years after high school; it cannot be assumed that a single year or two is representative of a respondent's employment experience across that time period. The resulting number of cases and response rates are shown in Table 1.

The response rates on these variables for the portion of the sample which did not enroll in full-time post-secondary education between October 1972 and October 1976 are lower as Table 2 indicates.

II. Independent Variables

For the analyses of cumulative unemployment and employment only those independent variables which represent attributes and experiences which temporally preceded high school graduation were used. In general, these included background variables such as family socioeconomic status and parental educational expectations, personal characteristics such as sex, ability and handicapping conditions, educational experiences, the influence of others during high school and job experiences. The first thirty-three variables described below (Race through Peer Plans) are measures of factors prior to high school graduation.

In addition,indicators of marital status, parental and financial responsibilities, family residence and post high school labor market experiences are included in the analyses of unemployment in each of the first four years after high school. These variables are defined as consistently across years as the data permit. These variables (married through prior labor force participation) are defined in the latter portion of this section.

Table 1. RESPONSE TO DEPENDENT VARIABLE QUESTIONS

	Usable Cases[a]	Total Sample
Employment	19,288 (85.1%)	22,652 (100%)
Unemployment	19,523 (86.2%)	22,652 (100%)

Table 2. RESPONSE TO DEPENDENT VARIABLE QUESTIONS BY YOUTH WHO DID NOT ENROLL IN FULL-TIME POST-SECONDARY EDUCATION FROM OCTOBER 1972 TO OCTOBER 1976

	Usable Cases[a]	Total Sample
Employment Cumulative	7,868 (79%)	9,990 (100%)
Unemployment Cumulative	7,601 (76%)	9,990 (100%)
In 1973	7,947 (80%)	9,990 (100%)
In 1974	7,070 (71%)	9,990 (100%)
In 1975	7,862 (79%)	9,990 (100%)
In 1976	7,923 (79%)	9,990 (100%)

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a/ Numbers and percentages based on weighted cases.

Race

Coded into four categories from the respondent's answer to the question, "How do you describe yourself?"

1) Black
2) White
3) Hispanic - Mexican-Americans, Puerto Ricans, and Latin Americans
4) Other - American Indians, Asian-Americans, and others

Missing answers from the base year survey were obtained from subsequent surveys.

Sex

Dichotomous variable with missing answers on the base year survey being obtained from subsequent surveys.

English

Dichotomous variable with a "yes" or "no" answer to the question, "Is English the language spoken most often in your home?"

SES

Created and coded into three categories by Dunteman, et al (1978).[6] These categories consist of:

1) Low - the lower quartile
2) Medium - the middle two quartiles
3) High - the upper quartile

This variable is ". . . derived from an equally weighted linear composite of father's education, mother's education, father's occupation, family income and . . . household items . . ."[7]

Father's and mother's education was coded into the following categories:

1) Did not complete high school
2) High school completion
3) Vocational school or some college
4) College completion
5) Post graduate work, with or without a degree

These levels were reported by the subjects. Answers were taken from the first follow-up questionnaire with the base year or Activity State questionnaires used to provide answers for missing data.

6/ G.H. Dunteman, S.S. Peng, & M.M. Holt, Composite score analysis: Ability index, SES index, some psychological and educational construct scales. In Jay R. Levinsohn, Louise B. Henderson, John A. Riccobono, & R. Paul Moore, Base Year, First, Second and Third Follow-up Data File Users Manual, Vol. 2 (North Carolina: Research Triangle Institute, 1978), Appendix O.

7/ Ibid., p. O. 5.

Parents' income was recoded in the following manner:

1) Less than $3000 a year
2) Between $3000 and $5999 a year
3) Between $6000 and $8999 a year
4) Between $9000 and $11,999 a year
5) Between $12,000 and $14,999 a year
6) Between $15,000 and $18,000 a year
7) Over $18,000 a year

Income was obtained from students' reports. First follow-up questionnaire answers were given priority, with base year used to supplement.

Father's occupation was coded into fourteen categories:

1) Clerical
2) Craftsman
3) Farmer
4) Homemaker
5) Laborer
6) Manager
7) Military
8) Operative
9) Professional
10) Proprietor
11) Protective
12) Sales
13) Service
14) Technical

Answers were taken from respondents' reports of father's occupation. These were given Census Bureau codes, and then the average Duncan SEI score for the occupations subsumed under that category. Homemaker and military were left blank. First follow-up questionnaire answers were given priority, with base year used to supplement.

Household items were comprised of the following:

1) Newspaper
2) Dictionary
3) Encyclopedia
4) Magazine
5) Record player
6) Tape recorder
7) Color TV
8) Typewriter
9) Electric dishwasher
10) Two cars

A factor analysis showed that these had approximately equal weightings. They were standardized using weighted means and standard deviations. Those subjects who had less than four out of ten answers were considered as missing cases. The signs of the standard scores were reversed, and the standard scores were summed over the non-missing data. The sum was divided by the number of non-missing data. The average was used rather than the sum in order to reduce the missing data problem.

Subgroups determined by a cross-classification of race, high school program, and aptitude were used to compute the means for each separate factor and for two and three way classifications. The means for each of these were substituted for missing data, depending on the responses of the subject; e.g., if all three factors were available, then the three way classificaton was used. A factor analysis done on the five components showed that there was a single factor with five homogenous weights.

The five components were then standardized, summed over the non-missing data, and divided by the number of missing data. They were then broken down into the quartiles used for classification.

Number of People Dependent on Parents

Number of people dependent on subjects' parents. Coded into thirteen categories from "0" to "12 or more."

Community Size

Coded into four categories from the responses to the base year survey question, "(w)hich best describes the location of the place in which you live?"

1) Rural - rural or farming communities
2) Small to large urban - small city or town (less than 50,000 people and not a suburb), medium (50,000 - 100,000 people), or large city (100,000 - 500,000 people)
3) Suburban - suburbs of a medium, large or very large city
4) Very large urban - very large city (over 500,000 people)

Region

Coded into four categories with classification obtained from the known location from which the sample school was chosen:

1) Northeast
2) North Central
3) South
4) West

Handicap

Dichotomous variable with a "yes" or "no" answer to the question, "Do you have a physical condition that limits the kind or amount of work you can do on a job?"

Ability

Six subtests were given to the subjects during their senior year:

1) Vocabulary
2) Picture number
3) Reading
4) Letter groups
5) Mathematics
6) Mosaic comparisons

A principal components and factor analysis done by Dunteman, et al. (1978)[8] showed that the vocabulary, reading, letter groups and mathematics tests in a linear combination with unit weights would provide a satisfactory ability measure.

A sum was made of the four test scores. They individually had a mean of 50 and a standard deviation of 10. With adjusted base year weights being used the overall mean was 203.65 with a standard deviation of 32.74.

The scores were coded into three categories:

1) High - upper quartile
2) Medium - middle two quartiles
3) Low - bottom quartile

The quartile divisions were chosen on the assumption of a normal ability distribution in the population. The low quartile was the proportion of the distribution which encompassed the lowest 25% of the range, the upper comprised the highest 25%. The cut-off scores were 181.5461 and 225.7497 respectively. With the distribution unweighted, subjects in the lower quartile comprised more than 25% of the population.

Class Rank

Percentile rank obtained from dividing the student's rank by the total number in the class, subtracting this from 1, and then multiplying by 100. If there was insufficient information, then estimates were obtained from regressions of percentiles on grade averages done for different grading systems. If there was insufficient information for both making an estimate and direct computation, then the data was excluded.

Grade Average

Coded into three categories:

1) B+ or better
2) C to B
3) Less than C

These answers were based on school reports. Because different formats were used, the average had to be recoded. If actual averages were reported, the averages were coded into categories from 1 to 14 (A+ to F). If no average was reported, an estimation was made based on the student's percentile rank.

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[8] Ibid., p. O. 2.

High School Senior Class Size

Composite coded into two categories:

1) Less than 400
2) 400 or more

Taken from information used to make the sample selection.

High School Location

Coded into four categories:

1) Small
2) Medium
3) Large
4) Very Large

Community size and urbanization index taken from sample selection characteristics.

Type of High School Program

Composite coded into three categories:

1) General
2) Academic
3) Vocational education - agricultural occupations, business or commercial occupations, distributive education, health occupations, home economics occupations, and trade or industrial occupations.

Students report. Missing answers from base year survey taken from the first follow-up, activity state, or school questionnaires.

Homework

Coded into five categories from answers to the question, "Approximately what is the average amount of time you spend on homework a week?"

1) Homework never assigned
2) Have homework but don't do
3) Less than 5 hours a week
4) Between 5 and 10 hours a week
5) More than 10 hours a week

Remedial Education

Coded into two categories, "yes" and "no", from self-reports. Coded "yes" if the subject had taken remedial education in English and/or mathematics.

High School Vocational Education (1)

Coded into three categories from the number of semesters taken in vocational education:

1) No vocational education
2) 4 semesters or less
3) More than 4 semesters

The vocational educational courses included in this variable are:

a) Business or commercial occupations
b) Health occupations
c) Distributive education
d) Trade or industrial occupations

High School Vocational Education (2)

Coded into two categories from the number of semesters taken in agricultural vocational education:

1) No agricultural vocational education
2) Took at least one semester of agricultural vocational education

Tracking

Coded into three categories from the use of four questions on each of four areas of subject matter:

1) Tracked down
2) Tracked up
3) Not tracked

Questions were asked concerning whether or not the subject took in his/her senior year:

a) A science/math course
b) An English language course
c) A social studies course
d) A vocational education course

If the student took the course, it was asked if the course was tracked, and if so, how many tracks were there and which one was the student in. Outliers on the number of tracks and track placement were thrown out. An overall total was made of track placement divided by the number of tracks. This overall total was divided by the number of tracked courses taken and then subtracted from 1. Those students whose average was less .5 were considered to be tracked down; those above were considered to be tracked up. Those who had not taken any tracked courses were put into the final category.

Guidance Counselor

Coded into two categories of "yes" and "no." Coded "yes" if a "yes" answer was given to both of the following: "Do you feel that you can usually see a guidance counselor when you want to or need to?" and "Does your guidance counselor usually have the information you feel you need?"

Extracurricular Activities

Three variables were created concerning participation in extracurricular activities:

1) Participation - whether or not participated in any of these activities
2) Leader - whether or not student held a leadership position in any of these activities
3) Athlete - classified as nonparticipant, participant, and leader

The areas of extracurricular activities on the questionnaire included:

a) Athletics, intramurals, letterman's club, sports club
b) Cheerleaders, pep club, majorettes
c) Debating, drama, band, chorus
d) Hobby Clubs
e) Honorary clubs
f) School publications
g) School subject matter clubs
h) Student government
i) Vocational education clubs

Job Worked

Four categories coded from question, "On the average over the school year, how many hours per week do you work in a paid or unpaid job (exclude vacations)?"

1) None
2) Worked less than 6 hours
3) Worked 6-10 hours
4) Worked 11-15 hours
5) Worked 16-25 hours
6) Worked more than 25 hours

Job Used

Dichomotous variable on whether the job worked during school was related to work the youth would like to do in the future and/or was related to the youth's program of study.

Job Program

Coded into 5 categories to represent participation in certain job programs.

1) Cooperative vocational education program
2) High school vocational education work-study program
3) Neighborhood Youth Corps
4) Talent Search
5) Upward Bound

Father's Educational Expectations for Student

Coded into 5 categories from student's report on father's expectations:

1) High school graduation or less
2) Further vocational/technical education after high school
3) Two year or junior college
4) Four year college or graduate work
5) Don't know

Mother's Educational Expectations for Student

Coded in the same manner as father's expectations.

Parents' Influence on High School Program and Post High School Plans

Coded into two categories of high influence or other (little or none). The subject was considered highly influenced if the parents had a very important influence on the subject's high school program or post high school plans.

Friends' Influence on High School Program and Post High School Plans

Coded in the same manner as parents' influence with the influence of friends who were the respondent's age being considered.

School Influence on High School Program and Post High School Plans

Coded in the same manner as parents' influence with the influence of teachers, administrators, or guidance counselors being considered.

Other Adult Influence on High School Program and Post High School Plans

Coded in the same manner as parents' influence with the influence of other relatives, clergymen, or other adults being considered.

Peer Plans

Coded into two categories for whether or not the students' close friends were planning to work full-time or participate in on-the-job training after leaving high school. Used to indicate peer intentions to participate in the labor force. Taken from the base year survey.

Married in 1972 and 1975

Coded into married and not married. Answer taken from the third follow-up questionnaire from the response to a question concerning what year the subject got married. Unmarried were routed around the question, so the unmarried category could not be separated from the error category.

Married in 1973 and 1974

Coded into married and not married, in response to a question concerning marital status as of the first week of the Octobers of 1973 and 1974. Not married included:

1) Single
2) Engaged
3) Widowed, divorced, or separated

Child(ren)in 1973 and 1974

Coded into have child(ren) or don't have. Taken from a question concerning the number of children the respondent had as of first week of the Octobers of 1973 and 1974. In 1973 the question was only asked of married persons.

Dependents in 1973 and 1974

Coded into two categories in response to the question, "As of the first week of October 1973 (1974), how many persons (not counting yourself) were dependent upon you for more than one half of their support?"

1) Have no others to support
2) Have one or more others to support

With Whom Respondent Lived in 1973

Coded into five categories in response to the question "(W)ith whom did you live as of the first week of October 1973?"

1) By myself
2) Parents
3) With husband or wife
4) With other relatives
5) With persons not related to me

With Whom Respondent Lived in 1974

Coded into six categories including those from the living in 1973, variable, plus an added category of living with both spouse and parents. Based on same question as above, but as of October of 1974.

Community Size in 1973 and 1974

Coded into four categories from responses to the question, "which of the following best describes the location of the place where you lived as of October 1973, (1974)?"

1) Rural - rural or farming community
2) Small to large urban - small city or town (less than 50,000 people and not a suburb), medium (50,000 - 100,000 people), or large city (100,000 - 500,000 people)
3) Suburban - suburbs of a medium, large, or very large city
4) Very large urban - very large city (over 500,000 people)

Job in 1972, 1973, 1974 and 1975

Taken from four questions:

1) "For whom did you work?"
2) "What kind of business or industry was this?"
3) "What kind of job or occupation did you have in this business or industry?"
4) "What were your most frequent activities or duties on this job?"

These questions were asked as of the first week of October in 1972, 1973, 1974, and 1975. They were given census codes. We recoded them into eight categories:

1) Professional/technical and/or administrative/managerial
2) Sales workers
3) Clerical workers
4) Craftsmen workers
5) Operatives
6) Laborers
7) Service workers
8) No job reported by type

Prior Labor Force Participation

The prior weeks of unemployment, weeks of unemployment, weeks of labor force participation and unemployment rates described in the first section of this Appendix were used as independent variables in the analyses of subsequent unemployment.

APPENDIX C

TECHNICAL NOTE:

WEIGHTING, MISSING DATA AND ANALYSIS TECHNIQUES

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TECHNICAL NOTE: WEIGHTING, MISSING DATA AND ANALYSIS TECHNIQUES

In a study relying heavily on a data base as mammoth as that from the High School Class of 1972, special care must be taken to insure both the validity and the reliability of the results. With over 2500 (mostly categorical) variables on over 22,000 people, one must be quite wary of "significant" effects which are, in fact, nothing more than manifestations of the large sample size. The need for extraordinary conservatism in the interpretation of results--particularly in the absence of firm, tenable theory in the area of youth employment/unemployment--highlights the researchers' data reduction dilemma.

Certain aspects of the data base (for example, the dearth of before-the-fact information concerning which of the thousands of potential interactions among the nominal-level predictors actually were significant) required novel analytical solutions. In this section we provide the interested reader with the details of the procedures followed in addressing the research topics covered in this report.

Weighting

Unless otherwise noted, all "n's" contained in this report are weighted. The weights--modified versions of those provided on the original tape by NCES--are formed by taking the reciprocal of the probability of selection of each unit (person) in sample. The only modification made at SRG was to multiply each person's weight by a constant in order to bring the sum of the weights into conformity with the "unweighted N" (i.e., the total sample size: 22,652). On the original tape, these weights sum to the national population of high school seniors in 1972. The constant multiplier was introduced to (1) provide a more appealing and intuitive context for the interpretation of tables; and (2) insure that the degrees of freedom (required in several of the analytical routines) approximate the "true value" for subgroups under a simple random sample design (which this design was not).

No attempt has been made in this report to adjust tabulated variance estimates for the design effect introduced by clustering; the mean values, however, are unbiased estimators of the population.

Missing Data

As reported elsewhere, the total data base was reduced for the purpose of this report to the "working sample"--those youth who reported no full-time return to school during the 4 years following high school graduation. Among these youth, only those who had valid unemployment (or employment, depending on the analysis) data for at least three of the four post-high school years were included in the final analyses.

A brief comparison of the compositions of the two groups--the "working sample" before and after exclusion of cases rejected for missing employment/unemployment data--is presented in Appendix B.

As a result of the analytical procedures employed throughout this report, item nonresponse was less severe in these analyses than in other reported studies using this data base. Selby[1] suggests the need for a formal imputation process to reduce the impact of item- and instrument-nonresponse on volatile outcome measures; although such procedures would, we believe, have minimal impact on the results presented here, we wholeheartedly endorse the suggestion.

The Empirical Detection of Significant Interactions

As noted earlier, the number of potential "predictors" of unemployment, the predominance of nominal-level variables, and the absence of a well-grounded tenable theory in the area under study all combined to produce a colossal data reduction task for the researchers on this project.

While the form of the desired models is not difficult to formalize (indeed, a straight-forward analysis of variance formulation was employed throughout), the substance of the models--the terms themselves--provided a major challenge, particularly in the provision in the models for all significant interactions between the categories of the various independent variables (e.g., race, sex, region, etc.) vis-a-vis the criterion.

One analytical tool proved especially helpful to the researchers in gaining insight into the empirical interactions existing in the data at hand. Known as the Automatic Interaction Detector (A.I.D.), the computer procedure effectively partitions the sample into a set of mutually exclusive and exhaustive subgroups, each characterized by two things: (1) a unique combination of independent-variable attributes (an "interaction") which serve to differentiate the members of that group from all others, and (2) significantly lower variance on the criterion than the variance of the total sample (i.e., reduced heterogeneity). In many cases, the algorithm also produces one other highly desirable quality: the mean value on the criterion of each group is optimally different from that of all other groups.

The A.I.D. algorithm employs a technique based on repeated one-way analyses of variance. At each stage, the subgroup at hand is broken into exactly two sub sub-groups (based on a maximal reduction of the "unexplained sum of squares"), each group characterized by a unique combination of independent variable attributes shared by its members. Each such group is repeatedly "split" into two "children" until one of several user-specified stopping criteria is reached. When no subgroup can be split further, the algorithm terminates; the output of the procedure, then, is a set of subgroups, mutually exclusive and exhaustive, each identifiable on the basis of a unique combination of independent variable attributes shared by its member (i.e., an "interaction"), each with reduced heterogeneity on the criterion, and the mean value on the criterion of each group often optimally different from that of the others.

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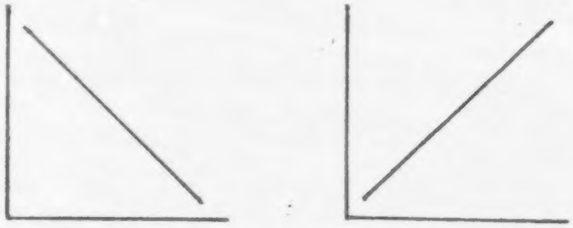
[1] David Selby, Item-Nonresponse in the First Follow-up Survey of the National Longitudinal Study of the High School Class of 1972, Washington, D.C.: Joseph Froomkin, Inc., 1976.

Because of the extraordinary reliance this procedure places on the "reliability" of the particular sample being analyzed, the researcher must retain firm control over the splitting process, primarily through the ranking of independent variables (much like the hierarchical decomposition feature of standard multiple regression procedures), and the establishment of conservative stopping criteria. In the case of the A.I.D. runs conducted for the analyses presented in this report, the stopping criteria were unusually strict: no group could be formed which contained less than 100 cases; the means of two "children" formed from a parent had to be significantly different at the .01 level; and the R^2 of the total model had to increase by at least 1/2% in order for the split to be made. Thus, it was insured that each interaction detected was highly reliable.

Further information on the A.I.D. algorithm is contained in Sonquist, Baker and Morgan[2]

THAID

While many data analysis procedures (e.g., classical multiple regression, A.I.D.) operate on the principle of maximum differentiation of the expected value of the criterion, for certain types of data this is not sufficient. Take, for example, the situation depicted below. In this hypothetical data, the distributions on the criterion of two groups (say, males vs. females) are depicted. Notice that the two groups have precisely the same mean, even though their frequency distributions are quite distinct.



While such marked differences in distributions are rare in empirical analysis, less severe differences are common. It could be one of regression-type procedures' most significant limitations that such differences are not picked up: as long as the mean value is the same, the procedure fails to recognize differences in the distributions of subgroups.

In much the same way that AID is employed to assist the researcher in detecting subgroups which maximally differ in their mean values, THAID provides a powerful analytical tool to help detect those subgroups which maximally differ in their distributions on the criterion.

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[2] John Sonquist, Elizabeth Lauh Baker, and James N. Morgan, Searching for Structure (Ann Arbor, Michigan: The University of Michigan, Institute for Social Research, 1971).

Using as a base the work done by Morgan and Messenger[3/] in the early 70's, the staff of the Social Research Group wrote and implemented such a computer program. Briefly, the program partitions the data into a set of mutually exclusive and exhaustive subgroups such that the distribution of the criterion for each group--regardless of the mean--is maximally different from that of all other groups.

The statistic used for this partitioning is the well-known Chi-square statistic, employed here in its "goodness-of-fit" capacity. Essentially, at each stage the algorithm calls for the formation of two groups (much like AID) on the basis of the categories of the "best splitting" variable, such that the Chi-square value of the resulting configuration exceeds that of any other combination of categories. This process of splitting each resulting group into two sub-sub-groups (etc.) continues until one of several user-specified criteria is reached.

As with AID, the analyst must retain firm control over the direction and form of the splitting process; one must be constantly wary of the possibility of random-chance events appearing significant. Our experience with THAID has been that it tends to produce several clearly-significant subgroups--groups characterized by a probability level of less than 0.00001--followed by a set of borderline-significant subgroups. In this report, we have presented only the former results; in addition several highly-conservative splitting rules (e.g., no group formed with less than 100 people) were imposed to reduce the capricious effect of random sampling.

[3/] James Morgan and Robert Messenger, THAID: A Sequential Analyses Program for the Analysis of Nominal Scale Dependent Variables (Ann Arbor, Michigan: The University of Michigan, Institute for Social Research, 1973).

APPENDIX D

BIBLIOGRAPHY

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